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FORTY-EIGHTH ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1879.

BOSTON:
Rand, Avery, & Co., Printers to the Commonwealth,
117 FRANKLIN STREET.
1880.

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Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
So. BOSTON, Oct. 17, 1879.

To the Hon. HENRY B. PEIRCE, *Secretary of State.*

DEAR SIR, — I have the honor to transmit to you, for the use of the Legislature, a copy of the Forty-Eighth Annual Report of the Trustees of this Institution to the Corporation thereof, together with the usual accompanying documents.

Respectfully,

M. ANAGNOS,
Secretary.

OFFICERS OF THE CORPORATION.

1879-80.

SAMUEL ELIOT, *President.*
JOHN CUMMINGS, *Vice-President.*
HENRY ENDICOTT, *Treasurer.*
M. ANAGNOS, *Secretary.*

BOARD OF TRUSTEES.

ROBERT E. APTHORP.
JOHN S. DWIGHT.
JOSEPH B. GLOVER.
J. THEODORE HEARD, M.D.
HENRY LEE HIGGINSON.
JAMES H MEANS, D.D.
ANDREW P. PEABODY, D.D.
EDWARD N. PERKINS.
JOSIAH QUINCY.
SAMUEL G. SNELLING,
JAMES STURGIS.
GEORGE W. WALES.

STANDING COMMITTEES.

Monthly Visiting Committee,

Whose duty it is to visit and inspect the Institution at least once in each month.

1880.	January . . . R. E. Apthorp.	1880.	July . . . . . A. P. Peabody.
	February . . J. S. Dwight.		August . . . E. N. Perkins.
	March . . . . J. B. Glover.		September . Josiah Quincy.
	April. . . . . J. T. Heard.		October . . . S. G. Snelling.
	May . . . . . H. L. Higginson.		November. . James Sturgis.
	June . . . . . J. H. Means.		December . . Geo. W. Wales.

Committee on Education.

J. S. Dwight.
A. P. Peabody.
Josiah Quincy.

House Committee.

E. N. Perkins.
G. W. Wales.
J. H. Means.

Committee of Finance.

R. E. Apthorp.
J. B. Glover.
James Sturgis.

Committee on Health.

J. Theodore Heard.
E. N. Perkins.
H. L. Higginson.

Auditors of Accounts.

Robert E. Apthorp.
Samuel G. Snelling.

OFFICERS OF THE INSTITUTION.

DIRECTOR.

M. ANAGNOS.

MEDICAL INSPECTOR.

JOHN HOMANS, M.D.

LITERARY DEPARTMENT.

Miss M. L. P. Shattuck.
Miss J. R. Gilman.
Miss Julia Boylan.
Miss Della Bennett.
Miss S. L. Bennett.
Miss S. E. C. Hathaway.

Miss Mary Moore.

MUSICAL DEPARTMENT.

Resident Teachers.

Thomas Reeves.
Frank H. Kilbourne.
Miss Freda Black.
Miss Lizzie Riley.
Miss Lucy Hammond.

Assistant.

Henry T. Bray.

Non-Resident Teachers.

Mrs. Kate Rametti.
Henry C. Brown.
C. H. Higgins.

Music Readers.

Miss Allie S. Knapp.
Miss K. M. Plummer.
Miss Katie P. Miller.

TUNING DEPARTMENT.

J. W. Smith, *Instructor and Manager.*

INDUSTRIAL DEPARTMENT.

Workshops for Juveniles.

J. H. Wright, *Work Master.*
Miss A. J. Dillingham, *Work Mistress.*
Thomas Carroll, *Assistant.*
Miss H. Kellier, *Assistant.*

Workshop for Adults.

A. W. Bowden, *Manager.*
P. Morrill, *Foreman.*
Miss M. A. Dwelly, *Forewoman.*
Miss E. M. Whittier, *Clerk.*

DOMESTIC DEPARTMENT.

Steward.

A. W. Bowden.

Matron.

Miss M. C. Moulton.
Miss A. F. Cram, *Assistant.*

Housekeepers in the Cottages.

Mrs. M. A. Knowlton.
Miss A. J. Dillingham.
Miss Bessie Wood.
Miss Lizzie N. Smith.

Miss E. B. Webster, *Book-keeper.*

MEMBERS OF THE CORPORATION.

ALL persons who have contributed twenty-five dollars to the funds of the Institution, all who have served as trustees or treasurer, and all who have been elected by special vote, are members.

Agassiz, Alexander, Cambridge.
Alger, Rev. William R., Boston.
Amory, James S., Boston.
Amory, William, Boston.
Appleton, T. G., Boston.
Apthorp, Robert E., Boston.
Atkinson, Edward, Boston.
Atkinson, William, Boston.
Austin, Edward, Boston.
Barrows, Rev. S. J., Dorchester.
Beard, Hon. Alanson W., Boston.
Bigelow, E. B., Boston.
Blake, G. Baty, Boston.
Bouvé, Thomas T., Boston.
Bowditch, J. I., Boston.
Bradlee, F. H., Boston.
Brewer, Thomas M., M.D., Boston.
Brewster, Osmyn, Boston.
Brimmer, Hon. Martin, Boston.
Brooks, Francis, Boston.
Brooks, P. C., Boston.
Bullard, W. S., Boston.
Chandler, P. W., Boston.
Chandler, Theophilus P., Brookline.
Childs, Alfred A., Boston.
Claflin, Hon. William, Boston.
Clapp, William W., Boston.
Coolidge, Dr. A., Boston.
Crosby, Joseph B., Boston.
Cummings, Charles A., Boston.
Cummings, Hon. John, Woburn.
Dalton, C. H., Boston.
Davis, James, Boston.
Dix, J. H., M.D., Boston.
Downer, Samuel, Dorchester.
Dwight, John S., Boston.
Eliot, Dr. Samuel, Boston.
Emerson, George B., Boston.
Emery, Francis F., Boston.
Emery, Isaac, Boston.
Emmons, Mrs. Nath'l H., Boston.
Endicott, Henry, Boston.
Endicott, William, jun., Boston.
Fisk, Rev. Photius, Boston.
Folsom, Charles T., M.D., Boston.
Forbes, J. M., Milton.
Galloupe, C. W., Boston.
Gardiner, Charles P., Boston.
Gardner, George A., Boston.
Glover, J. B., Boston.
Goddard, Benjamin, Brookline.
Goddard, Delano A., Boston.
Gray, Mrs. Horace, Boston.
Gray, John C., Boston.
Greenleaf, R. C., Boston.
Hale, George S., Boston.
Hardy, Alpheus, Brookline.
Haskell, Edwin B., Auburndale.
Higginson, George, Boston.
Higginson, Henry Lee, Boston.
Hill, Hon. Hamilton A., Boston.
Hilton, William, Boston.
Hogg, John, Boston.
Hooper, E. W., Boston.
Hooper, R. W., M.D., Boston.
Hovey, William A., Brookline.
Howe, Mrs. Julia Ward, Boston.
Houghton, Hon. H. O., Cambridge.
Hunnewell, H. H., Boston.
Hyatt, Alpheus, Cambridge.

Jackson, Patrick T., Boston.
Jackson, Mrs. Sarah, Boston.
Jarvis, Edward, M.D., Dorchester.
Jones, J. M., Boston.
Kendall, C. S., Boston.
Kennard, Martin P., Brookline.
Kidder, H. P., Boston.
Kinsley, E. W., Boston.
Lawrence, Amos A., Longwood.
Lincoln, L. J. B., Hingham.
Lodge, Mrs. J. E., Boston.
Lord, Melvin, Boston.
Lothrop, John, Auburndale.
Lowell, Augustus, Boston.
Lowell, John A., Boston.
Lyman, George W., Boston.
Mack, Thomas, Boston.
May, Miss Abby, Boston.
May, F. W. G., Dorchester.
Means, Rev. J. H., D.D., Dorchester.
Merriam, Caroline, Boston.
Minot, William, Boston.
Montgomery, Hugh, Boston.
Morton, Edwin, Boston.
Motley, Edward, Boston.
Mudge, Hon. E. R., Boston.
Nickerson, Joseph, Jamaica Plain.
Nickerson, S. D., Boston.
Noyes, Hon. Charles J., Boston.
Osborn, John T., Boston.
Parker, H. D., Boston.
Parkman, Francis, Boston.
Parkman, George F., Boston.
Parkman, Rev. John, Boston.
Parsons, Thomas, Chelsea.
Payson, S. R., Boston.
Peabody, Rev. A. P., D.D., Camb'ge.
Peabody, F. H., Boston.
Perkins, Edward N., Jamaica Plain.
Perkins, William, Boston.
Peters, Edward D., Boston.
Pickman, W. D., Boston.
Pierce, Hon. H. L., Boston.
Phillips, John C., Boston.
Preston, Jonathan, Boston.
Quincy, Hon. Josiah, Wollaston.
Quincy, Samuel M., Wollaston.
Rice, Hon. A. H., Boston.
Robeson, W. R., Boston.
Robinson, Henry, Reading.
Rogers, Jacob C., Boston.
Ropes, J. S., Jamaica Plain.
Rotch, Benjamin S., Boston.
Russell, Mrs. S. S., Boston.
Saltonstall, H., Boston.
Saltonstall, Leverett, Newton.
Sanborn, Frank B., Concord.
Schlesinger, Sebastian, Boston.
Sears, David, Boston.
Sears, W. T., Boston.
Shimmin, C. F., Boston.
Shippen, Rev. Rush R., Jamaica Pl.
Slack, C. W., Boston.
Snelling, Samuel G., Boston.
Stone, Joseph L., Boston.
Sturgis, Francis S., Jamaica Plain.
Sturgis, James, Jamaica Plain.
Taggard, B. W., Boston.
Taggard, Mrs. B. W., Boston.
Thaxter, Joseph B., Hingham.
Thayer, Rev. George A., Boston.
Thayer, Nathaniel, Boston.
Thorndike, S. Lothrop, Cambridge.
Tucker, Alanson, Boston.
Tucker, W. W., Boston.
Upton, George B., Boston.
Wales, George W., Boston.
Wales, Miss Mary Ann, Boston.
Wales, Thomas B., Boston.
Ware, Charles E., M.D., Boston.
Washburn, Hon. J. D., Worcester.
Weld, W. G., Boston.
Wheelwright, John W., Boston.
Wigglesworth, Edw., M.D., Boston.
Wigglesworth, Miss Mary, Boston.
Wigglesworth, Thomas, Boston.
Wilder, Hon. Marshall P., Dorch.
Winslow, Mrs. George, Roxbury.
Winsor, J. B., Providence, R.I.
Winthrop, Hon. Robert C., Boston.
Wolcott, J. H., Boston.
Wolcott, Mrs. J. H., Boston.
Woods, Henry, Paris, France.
Worthington, Roland, Roxbury.
Young, Charles L., Boston.

Commonwealth of Massachusetts.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND.
SOUTH BOSTON, Sept. 30, 1879.

TO THE MEMBERS OF THE CORPORATION.

Gentlemen, — In compliance with the regulation which requires our board to lay before you, and, through you, before the legislature, our annual account of the condition and operations of the institution, we have the honor to present the following report for the year ending Sept. 30, 1879: —

It affords us great pleasure to state at the outset that the general management of the affairs of the establishment has been good, and its administration efficient and successful.

The total number of blind persons immediately connected with the institution in all its departments — as pupils, instructors, and work men and women, — is 162.

The health of the pupils has been remarkably good; their industry commendable; their advancement in their studies and occupations steady, and in many cases rapid;

their habits cleanly and regular; their disposition generally cheerful; and their deportment satisfactory.

The institution has fully maintained the high opinion which the public has formed of it, and the march of progress can be easily noticed in all its departments. It has never been more complete in its corps of instructors, or supplied with finer facilities for the work of education, than it is to-day. Its teachers and officers are heartily in sympathy with its aims and purposes. They are thoroughly imbued with its system of instruction and training, its traditions, and the noble spirit breathed into its organization by its great founder, and fully able and determined to carry it to the highest possible point of excellence and usefulness.

In the management of the affairs of the establishment our constant aim is to enable the blind to help themselves, and so to render them independent on the one hand, and, on the other, to lighten as much as possible the burden which their infirmity imposes upon the community.

There has been but one change in the corps of teachers and officers; and the same persons have as heretofore directed the intellectual and moral training of the pupils, and have supplied their wants, and ministered to their comfort.

The members of our board have given personal attention to the educational, financial, hygienic, and all other interests of the institution. In the visits which we have made either as committees or individually, we have found ample evidence of the cleanliness and good order which reign throughout the establishment, and the judicious management of all things relating to the welfare

of the pupils, and the care and skill bestowed upon their bringing up.

Supervision and Training of the Pupils.

The internal arrangements of the school are such as to make supervision easy and effective, and the facilities for a thorough classification according to peculiarities of mind and character are excellent. In the place of those general rules and inflexible regulations necessary where large numbers are to be directed, we have less of perceptible government, and more of parental oversight.

The highest objects of the school are constantly kept in view; and we endeavor to secure and retain the services of accomplished and zealous teachers and officers; to provide improved appliances, and sufficient apparatus for the pupils; to surround them with healthy influences, so that their morals and deportment may be carefully nurtured; to give them opportunities for associating and commingling with intelligent and discreet seeing persons; to discipline their minds, and not only to furnish them with useful knowledge, but to awaken the love of all good learning; and to set before them the highest aims, which shall act as stimulus throughout life.

Of the efficiency of our methods, and of our success in carrying them out, we must leave you and the friends of the school to judge by the results of the past year, as well as of its predecessors.

Moral and Social Elevation of the Blind.

In order to understand and appreciate the value of the work accomplished by this institution during the

past forty-eight years, and to show the fruit borne by the system of instruction and training arranged by our late director, and adopted by all kindred establishments in the country, let us turn back a few pages of history, and compare the present condition of the blind with that of the past.

In all ages and in all countries, blindness has been considered as the greatest of human misfortunes, and has been associated with dependence and pauperism. There prevailed everywhere a common notion that man's capacity for usefulness ceased to exist with the extinction of vision. When Belisarius became blind, the hand that had upheld a falling empire was stretched out for alms. Sympathy and material aid were generously and even lavishly bestowed upon sightless persons; but their ability for work was denied. They were promptly allowed to occupy the beggar's post in the churchyards and streets of the large cities of Europe; but they were excluded from all the benefits of schools and academies. They were considered as incapacitated, and utterly helpless.

This popular opinion was cruelly unjust to the blind, and gratuitously added a vast amount of anguish to their sore calamity. It segregated them from the industrious classes of society. It prevented them from participating in the activities of life, and from enjoying the benefits of labor. It condemned them to idleness and intellectual darkness, and rendered them mere objects of pity and charity.

One of the most effective means which could assist the blind to rise above the clouds of ignorance and prejudice, to assert their human attributes, and to rest

calmly in the great realities of existence, was education, and education alone. But no one thought it feasible and practicable in their case; and they received none until the year 1784, when the fruit-seeds were sowed by the great apostle of their cause, the celebrated Abbé Valentine Haüy, first in Paris, where he established the *Institution des Jeunes Aveugles*, and afterward in St. Petersburg and Berlin. Most of these seeds were planted in fertile and genial soil, and they have multiplied, until all the principal countries of Europe have their special institutions for the instruction of the blind in the rudiments of learning, in music, and in the mechanical arts. These establishments have greatly contributed to the intellectual and moral development of the blind, and have laid the foundation for their social elevation. But it was not until the work was taken up in this country, and carried on under the vitalizing influence of pure democratic principles, that their right to a full share of the means of education accorded by the state to all the young was asserted, and that the barriers to social equality and happiness were removed.

It is to the credit of Massachusetts that she has led the way in this, as in so many other benevolent and philanthropic enterprises. Having acknowledged that sightless children have even stronger claims than seeing ones to systematic and thorough instruction, because they start at a disadvantage in the race of life, because they carry a heavy burden in their infirmity, and because, without special intellectual and professional or mechanical training, they are not only doomed to mental as well as bodily darkness, but to certain poverty and dependence, she has adopted the policy of providing liberally

for the education of the blind, and has kept her institution in the front rank of kindred establishments in the world. The blessed results of this provision are shown in scores and hundreds of blind persons scattered all over New England, many of them skilled and eminent as music-teachers and tuners of piano-fortes, all getting a good living, aspiring to independence, and eager to accept and assume the responsibilities of life under the same conditions as their more fortunate brethren.

May we not hope that the school which has accomplished so much in the field of justice and humanity, and has proved to be the most important agency in the social and moral elevation of the blind of New England directly, and of those of the whole continent indirectly, may be aided to advance yet further in the march of progress and enlightenment, to increase its appliances and apparatus, and to extend the circle of its usefulness, until it shall stand like a guiding beacon all ablaze with the light of knowledge and improvement for those who are under the cloud of physical darkness?

Finances.

The report of the treasurer, Mr. Henry Endicott, herewith presented, sets forth in a clear and comprehensive manner the receipts of money from all sources, and the disbursements made during the year, and shows the finances of the institution to be in a satisfactory condition.

This exhibit may be summarized as follows: —

Cash on hand Oct. 1, 1878 . .	$2,649 67	
Total receipts during the year . .	97,359 57*	
		$100,009 24
Total expenditures		99,430 03*
Cash balance in the treasury		$579 21

The report of the treasurer is accompanied by the usual analysis of the steward's accounts, which gives specific information in regard to the principal articles consumed, their amount and cost, and by which both the ordinary and extraordinary expenses and resources of the income may be understood at a glance.

In the management of the financial affairs of the institution a system of strict accountability has been observed. All the funds are received by the treasurer, who pays out money as it is wanted only upon the presentation of an order from the auditors. The director controls the disbursements; but his accounts are examined monthly, and vouchers are required for every item of expense.

The account of expenditure has been rigid and exact; and the funds of the institution have been applied with the strictest economy consistent with the best results and the greatest efficiency of the school. The policy of the trustees has always been to spend nothing upon ornamental architecture or outward display, to be frugal as regards expensive furniture and internal luxuries, but to be liberal in increasing the means, and improving the appliances necessary for thorough instruction and systematic training of the pupils.

The auditors have performed their duty with regu-

* Of this amount $32,000 belong to the permanent fund of the institution, and were merely changed from one investment to another.

larity, promptness, and diligence; and they certify that the accounts are properly and correctly kept, and that all entries are authenticated by vouchers.

The books are open to the inspection of the members of the corporation, and the most careful examination is solicited.

Need of Funds.

The income of the institution from state appropriations and from all ordinary sources is barely sufficient for the pressing wants of the year. Applied with prudence and with the strictest economy, it enables us to carry out the general purpose of educating the blind. But, in order to extend the operations and influence of the establishment, and to render it a perennial fountain of blessing, an exhaustless source of intellectual and moral light, an instrument of good and happiness to its beneficiaries, additional funds are greatly needed. For these we place entire reliance upon the contributions of individuals who are blessed with the means, and thrice blessed with a disposition to aid in works of benevolence. Without this assistance, the value of the school as an agency in developing and diversifying the powers of the blind, and in raising them to the rank of industrious and productive members of society, cannot be maintained, and its usefulness would be sadly circumscribed.

The prevailing idea that the institution is richly endowed and well provided for is utterly groundless; and we doubt not that a knowledge of its real condition and wants, and of its mission, will obtain for it a share of the gifts and bequests which are so numerous in our community.

To the generosity and sense of justice of the citizens of Massachusetts in general, and of those of Boston in particular, belongs the honor of having kindled in America the Promethean fire of enlightenment for the blind, and of raising them in the scale of humanity and social equality; and to them we must continue to look for aid in the furtherance of our work.

Repairs and Improvements.

Some of the most urgently needed repairs and improvements have been made during the past year, with a view to keeping the buildings in good condition, and increasing the general efficiency of the establishment. The principal of these are as follows: —

The main building has been thoroughly and tastefully painted outside, and, while its general appearance has been greatly improved, the preservation of those portions liable to decay has been secured. The fences around it have also been painted.

The music-hall has been entirely renovated, and put in excellent condition. A new stage has been built; the gallery has been raised higher than before, and its capacity doubled; the floors have been relaid with southern hard pine; the ceiling and the walls neatly repainted in fresco; the heating apparatus has been remodelled; and new hard-wood settees have replaced the old ones.

The large room under the music-hall, formerly used as a printing-office, has been transformed into a commodious library. The walls and ceiling have been replastered and repainted, and the latter has been refrescoed, the floor relaid with southern hard pine, and the whole

of the wood-work repaired and repainted. Black-walnut cases for books, minerals, and various models, and convenient accommodations for all kinds of specimens and educational apparatus, have been amply provided.

The old library has been changed into a spacious schoolroom, supplied with the best kind of furniture for young children, with complete sets of both dissected and wall maps, and with the necessary facilities for kindergarten and object classes.

The floors of the corridors of the third and fourth stories, and of several of the rooms, have been relaid with southern pine; and staircases have been built at both ends of the north side of the latter, leading to the attic, so that, in case of fire, there are abundant means of exit.

A new boiler has been made to order, and placed in the underground vault built for the purpose last year.

Many other alterations and improvements of a minor character have been made during the year. They consist in paving the drive-way on the south side of the main building with concrete; in rebuilding both the staircases leading to the music-hall; in taking off the paper from the walls of the corridors and of seven rooms, and painting them over; in increasing and perfecting the means of ventilation; replacing the old composition roof on the west side of the building, and the slate roofs of the piazzas, by tin ones; renewing the sashes of eighty-five windows; thoroughly repairing the piazzas, copper gutters, and fences; and putting the premises generally in as good condition as the means at our disposal have allowed us to do.

These repairs and improvements have been both extensive and expensive, and we were aware that they would drain our treasury entirely; but, as they were obviously needed for the preservation of the buildings and for the good of the institution, they have been undertaken without hesitation. They are of a permanent character, supplying urgent wants, and calculated to promote the tone of the school. Whatever tends to increase the comfort, convenience, pleasantness, neatness, and orderly appearance of such an establishment, serves also a high moral purpose.

The building has stood forty-three years in a very exposed situation, and naturally subjected to rough usage by its young inmates, and there is an absolute necessity for the continuance of this process of renovation until its interior is put in excellent condition. Worn floors, decayed window-frames, shaky sashes, loose plastering, soiled wall-paper, impaired graining and painting, all will have to be replaced or repaired, and made sound. An extra appropriation is sorely needed for this purpose; but, as circumstances do not seem auspicious for asking for one, we shall depend upon the friends of the blind for assistance, and shall exercise rigid economy in the expenditure of the annual income of the institution, so that we may be able to carry on the work of reconstruction.

Embossing Books for the Blind.

During the past year our press has been constantly at work, and a new edition of Milton's "Paradise Lost" has been printed. According to the uniform testimony of experts, this edition is, in point of legibility and me-

chanical execution, by far the best work issued in the line character. As soon as it was completed, Higginson's "Young Folks' History of the United States," specially revised and adapted for our purposes by the author himself, was printed and electrotyped at the expense of one of the kind and generous friends and benefactors of the blind, with the condition that his name should be withheld. May others imitate his benevolent liberality until intellectual light and knowledge shall be within the reach of every blind person in our land!

The plan of furnishing the blind of America with a choice library in raised characters originated in this institution; and all the real and substantial improvements made on Haüy's invention of embossing books, and on the modes of constructing apparatus adapted to the sense of touch, were instituted and carried out here. This enterprise engaged the attention, and absorbed the thoughts of the great founder of the school, as soon as the establishment was organized in 1832, and it remained the object nearest to his heart through life.

Dr. Howe commenced the work without aid or encouragement from any direction, and pursued it with all the energy and ardent enthusiasm which characterized him in all his philanthropic undertakings. He advanced the money for the first experiments, and never asked remuneration. The means at his command were very limited, and the obstacles often disheartening; but his faith in the beneficent effects of the enterprise was so strong, that it inspired him with courage and hopefulness in the midst of difficulties. There was nothing that went so against the grain of his chivalrous nature

as asking favors. For his own benefit, he could never do it. But, having determined not to rest until a library of select books was provided for the blind, he went on toiling for this object to the last of his life. In all his conceptions and plans on this as well as on any other subject, his motto was "*semper aliquid melius;*" and his unremitting efforts met with remarkable success.

Our printing-office was removed last spring to its new quarters, and has been entirely renovated in all its appliances and machinery.

Type of both the Boston and Braille characters, cases, tables, steam-engine, and various fixtures, have all been made new; and an improved platen-press, planned by the officers of the institution, and manufactured by Mr. Francis Meisel of South Boston, has replaced the old one. Thus our printing-establishment is now in perfect order, well supplied with extensive and costly apparatus, and we are very desirous that the work of embossing books for the blind should be carried on uninterruptedly and vigorously where it originated and has been developed to maturity.

For the continuance of this truly great undertaking, and for the multiplication of books in raised characters, we earnestly call for the aid of the benevolent. The appeal is a strong one, and, were it well considered by humane persons, it would be irresistible; for it is a call of the blind to the seeing for light which they can give. It cannot be difficult for feeling hearts to conceive the rapture of a sightless person on finding that means are provided by which he can cheer his solitude, and pass pleasantly and usefully the hours which before were wont to drag their slow length along in sadness and listlessness.

Work Department for Adults.

This department has been kept steadily in operation, and supplied with a fair amount of work, during the past year.

The receipts from all sources amount to $12,371.24, exceeding by $343.50 those of the previous twelve months. The expenses for all purposes have been $14,378.86; so that the balance against the department has been increased to $1,890.47, whereas $1,711.74 were paid out of the treasury of the institution the previous year.

There have been twenty blind persons employed to do the work, and the amount of wages paid to them was $3,136.31.

That the condition of our trade is somewhat improved is sufficiently shown by our books. They indicate plainly the growth of the business during the past five months as compared with the transactions of the same period in the preceding year. But the fact that the work department is a losing concern, entailing a heavy burden upon the limited means of the institution, remains still unaltered. This state of things cannot go on indefinitely, and unless relief is afforded, either by the increase of patronage, or in the form of a permanent fund, — the income of which may be sufficient to pay the rent of a store and the salaries of its employés, — the existence of the workshop must become doubtful, and the continuance of its blessings to so many active and respectable persons problematic.

The industrial department has never been, nor is it intended to be, a source of gain to the institution: on

the contrary, large sums of money have at various times been paid out of the treasury of the latter for its improvements and support. It is wholly maintained for the benefit of those who work there. Through its agency many sightless persons have been enabled, not only to become self-supporting, but to secure for themselves, by diligence and thrift, the comforts of home and the inestimable enjoyments of domestic life.

It is highly desirable to prevent a class of our fellow-men from being deprived of such a boon, and most of them from being thrown into the poor-houses; and we would improve this opportunity to make known the importance of our industrial department, and to earnestly solicit the patronage of the public for it. We warrant that our work is thoroughly and faithfully done, and put at the lowest possible market-prices, and that the materials are carefully selected, and are of the best quality. Those who make their purchases at our store may be sure that the authorities of the institution feel under obligation to give in return the full value of the money they receive, and that they are assisting in the most appropriate way meritorious persons who are striving by industry to obtain an honest subsistence.

Prompt attention will be given to the execution of all orders, which may be left at the salesrooms of the institution, No. 37 Avon street, for new mattresses, comforters, bolsters, pillows, and feather-beds; for dressing, cleansing, and re-upholstering all kinds of parlor furniture; for reseating cane-bottomed chairs; for supplying churches and vessels with cushions; for brooms, brushes, door-mats, and the like. Orders for all these articles, as well as for tuning piano-fortes, will be wel-

come, and will help to sustain an establishment, the existence of which is of immense practical value to the industrious blind directly, and to the community itself indirectly.

Recognition of the Work of the Institution.

The bestowal of those marks of approbation which are awarded at the great world festivals, or international expositions, is a subject of congratulation to the friends of the institution. These awards not only draw popular attention to the work which the establishment aims at carrying on, but also (which is far more important) testify to the success of our endeavors and to the excellence of their results. Premiums have been decreed to this institution by the juries of every one of the great expositions thus far held in London, Paris, Vienna, and Philadelphia. The medal last received from Europe was that granted by the French exposition of 1878, and was awarded for embossed books, tangible apparatus, and pupils' fancy work. Three medals were also received at the mechanics' fair held in this city last year, — one of gold, for embossed books, maps, and tangible appliances for the use of the blind; one of silver, for mattresses, bolsters, and upholstery work; and one of bronze, for a horse-shoe invented by Mr. Dennis A. Reardon, formerly a pupil, and now an employé, of the institution. Mr. Reardon is a man of rare mechanical ability. His inventions bear the stamp of originality and the evidences of a powerful mind. His talents are found to be of great service everywhere in our establishment, but most especially in our print-

ing-office, of which he has a general supervision. In the words of the director, "His mechanical genius, power of putting perfection into the minutest details, and love of the simple and beautiful, are remarkable mental characteristics, and are of great use in the planning and execution of our improvements in the best and most economical manner. It is a striking instance of the power of the mind to overleap outward barriers, that, where experienced workmen have been baffled by mechanical difficulties and unforeseen obstructions, his keen insight and correct judgment have invariably found a way out of every dilemma."

The system of electric bells which are placed in different parts of the establishment, and rung simultaneously by a clock, is not the least of Mr. Reardon's inventions; and the perfection of our new press, in the planning of which he has had a prominent part, is another proof of his mechanical genius.

General Remarks.

It is a source of no small gratification to be able to assure the friends and patrons of the institution of its continued prosperity and usefulness, and of the satisfactory results of its labors.

Every year bears fresh testimony to the fact that the establishment meets an important need in our educational system, and that it holds its place worthily among the public schools, which stand like monuments to the intelligence and the generous and humane spirit which abound in our community.

It has been our aim and effort at all times to keep

pace with the advance of science in education, and to obtain every thing which may tend to increase the efficiency of the school, and add to the comfort and happiness of the household.

We earnestly invite the members of the legislative bodies of Massachusetts and of the other New-England states, the executive and other public officers, and all citizens interested in the cause of education in general, and in the welfare of the blind in particular, to visit the institution, and satisfy themselves by personal examination of the results of its work. They will be pleased to see how successful have been the means conceived by benevolence, developed by study, and perfected by science, to alleviate calamity, and render the path of life smooth to those who walk in darkness. They will not find a flourish of trumpets, or any parade of grand results, or pompous show of magnificent achievements; but they will perceive that with calm and silent potency the work is gradually but certainly carried forward.

For the continuance of the support and prosperity of the institution, for the increase of its usefulness, and for the full realization of its highest aims and purposes, we trust in the goodness of the cause it represents, in the fairness of the representatives of the people, the liberality of those who have the stewardship of riches, and the humanity and benevolence of the public.

In conclusion, the trustees refer you to the report of the director, which is hereto appended, and which gives an account of the present condition of the various departments of the institution, of the work that has been accomplished or inaugurated during the year, and the

results which are being attained in this most interesting field of human culture.

All which is respectfully submitted by

ROBERT E. APTHORP,
JOHN S. DWIGHT,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
HENRY LEE HIGGINSON,
JAMES H. MEANS,
ANDREW P. PEABODY,
EDWARD N. PERKINS,
JOSIAH QUINCY,
SAMUEL G. SNELLING,
JAMES STURGIS,
GEORGE W. WALES,

Trustees.

SOUTH BOSTON, Oct. 8, 1879.

At the annual meeting of the corporation, summoned according to the by-laws, and held this day at the institution, the foregoing was adopted, and ordered to be printed, together with the reports of the director and treasurer and the usual accompanying documents; and the officers for the ensuing year were elected.

M. ANAGNOS, *Secretary.*

THE REPORT OF THE DIRECTOR.

To the Trustees.

Gentlemen, — It has again become my duty to submit to your consideration the report of the director for the last twelve months. It contains a brief statement of the history and present condition of the institution and of its wants and prospects, and touches upon such subjects as are germane to the education of the blind.

The period covered by this report has been one of general prosperity. The great objects for which the school was founded have been steadily and successfully pursued, and no untoward incident has occurred to interrupt the flow of its beneficence, or to call for special remarks.

The various departments of the institution have been carried on with regularity and efficiency, and all the teachers and officers have performed their duties cheerfully and faithfully.

The scholars have been obedient, orderly, dutiful, and industrious. The recitations have been conducted with intelligence, zeal, and profit. The spirit of true politeness and civility has been carefully cultivated and generally practised, and the moral training has occupied as prominent a place as the intellectual. There has been no weariness on the part of teachers and officers in

instilling into the minds of the pupils such principles as will render them happy and useful beings.

The fruits of the labors of the past year in the field of instruction and training are as gratifying as those of any of its predecessors, and the progress made by our pupils is as satisfactory as ever. Their daily advancement may not be perceptible; yet, as weeks and months succeed each other, we have sufficient evidence that their progress is substantial and real. This is seen in the gradual lightening up of the countenance, in the awakened love of knowledge, and especially in the increased ability to express their thoughts with fluency and clearness.

Whatever changes mature experience has suggested in the methods of instruction and training have been promptly adopted, and expedients have been constantly devised for reaching more surely and rapidly the desired results.

Our educational means and appliances have been multiplied, new apparatus of various kinds have been obtained, and the collections of models and specimens have been extended; and the institution is at present in a fair condition to carry out in most respects the plans and desires of its great founder, who labored assiduously and enthusiastically for nearly half a century in shaping its policy, and placing its activity upon a broad and permanent basis.

During the past year the school has been visited by thousands of citizens from Boston and the neighboring towns, from the New-England states, and from all parts of the country. It has also been the subject of several newspaper and magazine articles from the pen of well-

known writers, one of the latter being illustrated by artists of real merit. This attention furnishes ample evidence that the establishment has a permanent hold on the affections of the public, and stimulates those who carry on its beneficent work to increased efforts for the instruction and social and moral elevation of that portion of the children of New England who cannot be educated in the common schools.

Number of Inmates.

The total number of blind persons connected with the institution at the beginning of the past year as pupils, teachers, employés, and work men and women, was 158. There have since been admitted 26; 22 have been discharged, making the present total number 162. Of these, 142 are in the school proper, and 20 in the work-department for adults.

The first class includes 130 boys and girls enrolled as pupils, 8 teachers, and 4 domestics. Of the pupils there are now 67 boys and 47 girls in attendance, 9 of the former and 7 of the latter being absent on account of physical disability, or from other causes.

The second class comprises 17 men and 3 women employed in the workshop for adult blind persons.

The number of the inmates is slowly but surely increasing. No applicant of the proper age, of good moral character, and of ordinary intelligence, is refused admission: on the contrary, all who seem to be fit subjects for the school are promptly received on probation, and retained or discharged after a fair and patient trial. With the repairs and improvements of the last two years, the capacity of our buildings has been sufficiently

increased to accommodate the blind children from Massachusetts and the neighboring states for many years to come, and no one will be refused admittance for want of room.

Success of Graduates.

The result of the work of the institution can be seen in a widely extended substratum of solid character and intelligence among its beneficiaries. It has been to them a nursery of usefulness, happiness, and good citizenship, tending as it does, by means of the most healthful influences, to remove the obstacles and obliterate the effects flowing from the loss of sight. It has raised most of them to positions of trust and profit from which they must otherwise have been excluded; and it is very gratifying to receive from time to time favorable accounts of hundreds of our former pupils scattered over all parts of New England, industrious, intelligent, respected members of society, bright examples of the extent to which so sad an affliction can be relieved, and of the priceless blessing which the school has already conferred upon the class of people for whose good it was established.

Sanitary Condition.

The health of the pupils has been remarkably good, considering that some are afflicted with hereditary disease, and not a few constitutionally weak and delicate.

No epidemic of any kind has prevailed, and no cases of death or severe illness have occurred at the institution itself. Edward O'Neil of South Boston was taken sick with brain-fever on the day of the commencement of

the term, and died soon after, lamented by all who knew him; but he was not a member of our household. He was a day scholar, living at home, under the care of his relatives, and coming to school for his lessons as ordinary children do.

This enjoyment of uninterrupted health is mainly due to our system of training and our dietary, coupled with proper hygienic regulations, and sustained by sanitary surroundings. No one object receives more attention in this institution than that of carefully and wisely guarding against any and all influences that would impair or endanger the health of the household. If there are not more cases of pale faces, sallow cheeks, drowsy minds, and languid bodies, it is simply because the officers and teachers have a watchful care over the habits of the pupils. They prevent imprudent and thoughtless exposure, insist upon regular hours of sleep, recreation, and work, interdict inflammatory reading, and impress most tenderly and judiciously, yet candidly and forcibly, warnings against secret vices.

The sanitary measures of an institution of learning constitute the foundation upon which is raised the structure of its educational system, and the reasons for this are obvious. For any kind of intellectual work it is indispensable that the mind should be alive, awake, fresh, in full force and exercise. But mental vigor and activity depend wholly upon physical health. The brain — which is the material instrument of the mind, and which gives rise to all the intellectual, emotional, and voluntary activities of mankind — obeys the same laws of nourishment, growth, exercise, and rest, as the other organs of the body. It is developed gradually.

It cannot arrive at healthy maturity, or acquire an increased susceptibility of action and the power of sustaining it, without the assistance of a good supply of pure blood; and this is only the legitimate product of wholesome food, fresh air, and regular exercise. Hence a well-nourished and vigorous body is the proper basis for mental discipline and intellectual culture. It is a source of pleasure and a factor of happiness. It is a perennial fountain of soul-lifting cheerfulness, which makes the mind clear, gives tone to thought, adds grace and beauty to the countenance, lifts the clouds of sorrow, lightens the burdens of misfortune, and lights up the intellectual horizon of those who are not permitted to look upon the beauties and grandeur of surrounding nature.

It is obvious from the above remarks that health is the greatest blessing that can be bestowed upon the inmates of an educational establishment, and that its conservation merits the perpetual and increasing attention which it receives here.

Statistics concerning Blindness.

Of the twenty-six inmates admitted during the past year to this institution, six lost their sight by accident, two by whooping-cough, two by scarlet-fever, four by cataract, two by the effects of a severe cold, one by water on the brain during infancy, two by measles, one by paralysis of the optic nerve, one by granulated lids, one by ophthalmia neonatorum, and four were either born blind, or with impaired vision and a tendency to its gradual loss. Thus in six cases blindness had been caused by accident, in ten by disease, and in ten it was

hereditary or organic, that is to say, was the visible effect of some latent general physical disorder.

Although the main object of an institution like ours is to educate the blind, and prepare them effectually for the struggle of life, it is also very important to carry on those lines of investigation and research for which a school of the kind affords such ample scope and material. In our own establishment this object has always been considered of great value, and we continue to keep a concise record of the history, parentage, antecedents, mental and moral calibre, hereditary taints, physical weaknesses, and peculiarities of character and disposition of each case, and to gather and file away as many facts concerning blindness and its effects as we can obtain.

These materials, added to the accumulation of past and successive experience elsewhere, and reduced to proper scientific form by comparison, classification, deduction, verification, and generalization, will be of great service in two ways: —

First, they will bring to light the nature and character of some of the prolific causes of blindness, and suggest the means which may be employed to guard against these causes effectually.

Secondly, they will call attention to the best agencies for ameliorating the condition of the blind, and indicate the laws which should regulate their education.

The value of these statistics will be enhanced in proportion to the extent of the territory where they are gathered. The wider the range, the more trustworthy are the results of comparison. The different phases of social life, the tendency to intermarriage, the homoge-

neous or heterogeneous nature of the population, the segregation or intermixture of dissimilar races, the moral and intellectual status of divers communities, and the climatic influences of various countries, all have more or less direct bearing upon the degree of soundness or defectiveness of the people; and the field of research must be vastly extended in order to ascertain the real strength of each factor, and to reach correct and weighty conclusions.

For these reasons, it is highly desirable that there should be adopted by all the institutions for the blind in this and all other countries a general system of collecting and recording facts concerning blindness and its physiological and psychological effects, and that a synopsis of these statistics, arranged in a tabular form, should be published in their reports.

Means and Effects of the Education of the Blind.

The system of education and training for the blind adopted in this institution, although far from being perfect, is as complete as can be attained by the means at our command. It is broad in its scope, and comprehensive in its purposes. It is methodically arranged, and embraces an ascending chain of exercises. It provides for the gradual development of the mental faculties in their natural order, for the improvement of the moral character by all possible incentives to well-doing, for æsthetic culture which shall nurture taste, and lead to the appreciation, if not the creation, of the beautiful, for physical growth and well-being by means of careful exercise of the muscles of the body and by special training of the hand to dexterity.

The noble founder of this institution was a great believer in the influences of education and in man's capacity for improvement. His conception of the *beau-ideal* of human nature was that of a being whose intellectual faculties were active and enlightened, his sentiments dignified and firm, and his physical formation healthy and beautiful; and he devoted his genius and his rare qualities of head and heart to the organization of a system of instruction and training for the blind which should bring them as near as possible to this ideal, and should enable them to utilize all those sources of happiness which nature supplies, to find out how to use their faculties to the greatest advantage to themselves and others, and to learn how to live completely. In order to accomplish his purpose, Dr. Howe never ceased, as long as life lasted, diving into the sea of observation, and gathering flowers from the blooming fields of experience with the fondness of a devotee; and though he could not avoid bringing up occasionally pebbles with pearls, and picking straws with the violets, the treasures obtained were of great importance, and they will prove to be the most valuable contributions to the erection of that magnificent temple in which the science of the education of the blind is to be permanently enshrined and preserved.

But, however marvellously successful were his efforts in behalf of the blind, the stand-point which they now take in American society imposes absolutely new conditions upon their education. It requires not only better, higher school-culture for the improvement of the understanding in the usual sense, but also the development of a certain degree of individual creativeness or intel-

lectual productivity. Upon that which the blind are to become depend their future happiness and welfare far more than upon that which they have already attained. Society itself will never reach the proper point of equity and perfection, unless it provide for all its members, be they sound or defective in mind or in body, sufficient means for thorough cultivation and training, so as to develop in them that individual force and native energy which radiate from within outwards, and which triumph over external conditions and surrounding difficulties. To nurture the powers of all children without distinction, and to awaken in them insight and creative ability, is alike the duty and the interest of the community; and education then, and only then, will achieve its greatest practical success, when it meets all new conditions, and when, in the words of the poet, —

> "Earth's universal frame shall feel the effects,
> Even till the smallest habitable rock,
> Beaten by lonely billows, hear the songs
> Of humanized society, and bloom
> With civil arts that send their fragrance forth
> A grateful tribute to all-ruling Heaven.
> From culture unexclusively bestowed
> Expect these mighty issues; from the pain
> And faithful care of unambitious schools,
> Instructing simple childhood's ready ear,
> Thence look for these magnificent results."

This prophetic strain may be a vision of a poet's brain, which is, perhaps, unattainable to its fullest extent; but it indicates sufficiently the effects of culture, and beautifully illustrates its aim. If the principles of true education are scientifically educed, and accurately defined, and its objects faithfully pursued, its legitimate

processes will undoubtedly operate like the genial agencies of nature, quietly, almost imperceptibly, yet with unerring certainty attaining their proper ends. Montaigne's statement, that the most important difficulty of human science is the education of children, is perfectly true; and the difficulty becomes vastly greater when the recipients of instruction are deprived of one of the most important avenues of sense. Nevertheless the attempts at the culture and training of the blind are no longer regarded as an experiment of doubtful results: on the contrary, the fruitfulness of past endeavors in their behalf promises a full success in the future. The seed has already been abundantly laid in the bosom of the earth; and the dew, the rain, and the vivifying light and air, are all working together slowly, but surely, to produce the golden harvest.

The Various Departments of the Institution.

Of the work of the institution as carried on in its various departments, a brief account will be hereafter given. Its educational methods and exercises, compared with those employed in the schools for seeing children, need to be as much more varied and comprehensive, as the peculiarities and obstacles in the way of teaching are greater in the one case than in the other.

The day is divided between instruction in the schoolroom and study, lessons and practice in instrumental and vocal music and in tuning piano-fortes, training in some simple mechanical occupation (in order to give manual dexterity, and prepare the children for a trade, if such is to be their calling), and physical exercise both under shelter and in the open air. Moreover, the moral

law reigns supreme, and the pupils are surrounded by an atmosphere which makes conscience the guide and judicial power in all their acts. High moral character is the one thing which bridges over all distinctions arising from physical imperfections, and is esteemed indispensable in preparing the blind to constitute an integral and not a distinct part of human society. Rectitude, veracity, integrity, purity, kindness, uprightness, and virtue are instilled by precept and example. No man prospers, no life succeeds, without these: any departure from them is a flaw in our armor, an organic weakness in the forces employed in fighting ignorance and vice. If the blind are what they ought to be in moral weight and fibre, in intellectual power, in physical vigor, and in indomitable energy, surely they need not fear lest they shall find good and ample scope for those qualities, in spite of their infirmity. With an enlightened mind, with self-respect born of intellectual development, with proper views of the dignity of labor, with habits of industry and application, with a good character, and with a determination not to be a burden upon others, they can go out into the world well equipped to make a successful struggle with the odds that are against them, and will grapple resolutely with the difficulties opposing their advancement to independence, and, if they have friends to give them a helping hand at the outset, will finally walk firmly alone.

Of all the agencies requisite for compassing this end none is more important than a judicious division of labor based upon sound principles, and conscientiously carried out in every department and every detail.

Literary Department.

> "That training which teaches how to make money, or aims at the development of mere physical strength, or the communication of skill in any mechanical business or common art, without *intellectual culture* and a sense of right, does not deserve the name of education." — *Plato.*

This department is the basis of our system of education, and the importance of its work is strikingly set forth in the language of the most luminous star in the firmament of philosophy. It exercises great influence in developing the mental powers and the æsthetic faculties of the pupils, in the increase of their capacity, and in the formation of their character. It constitutes the solid foundation upon which the superstructure can be securely reared, broad and high, beautiful and substantial. It represents a sort of intellectual and moral gymnasium, preparatory for the great struggle in the arena of life.

During the past year the intellectual department has received all the attention which its vast scope merits, and its present condition is exceedingly satisfactory. Its concerns have been so administered as to secure for the largest possible number the highest possible results, and to enable them to use to the best advantage those talents with which they are endowed.

The organic forces and mechanical means necessary for the advancement and efficiency of the school have been increased, and the facilities for thorough and systematic instruction are excellent. Not that we possess costly apparatus, expensive appliances, or luxurious

accommodations; but what we have is admirably suited to its purpose, and includes all that is absolutely necessary.

The pupils have been faithfully taught, and have diligently improved their opportunities; and the range and quality of their acquirements are creditable both to themselves and to their instructors. There is a noble spirit manifested among them, which is most gratifying and commendable. This is evinced by a real interest in their studies, by a respect and cheerful deference to the wishes of those in authority, by an ambition to excel in their classes, and by a general demeanor worthy of all praise.

The teachers have endeavored to give clear and correct instruction, with careful explanations of words and principles. Their prominent aim has been to direct the scholars how to study, and to encourage them to surmount difficulties. They have led them to get a distinct and accurate understanding of the subjects under consideration, and required them to express their thoughts and views in their own language. They have stimulated as far as possible their aptitude for invention, and have sought to inspire them with confidence in their own powers and resources. All who have witnessed the efforts of our instructors, and watched them attentively, are impressed with the thoroughness of their work, their skilful probing of the pupils' knowledge, their manifest love for their vocation, and their simple and interesting manner of unfolding facts and principles. As a general rule, they prepare every lesson before crossing the threshold of the schoolroom. They are methodical in their arrangements, definite in their plans,

succinct in their teaching, and invincibly patient in the pursuit of a fixed end. This quality is indispensable for securing satisfactory results in any undertaking; for patience is nothing else but common sense intensified. John Foster named it "the faculty of lighting one's own fire;" and Buffon pronounced it the true touchstone of genius. The man or woman who is patient, and keeps a calm temper, no matter how accurately the difficulties before him are estimated, and how keenly the disappointments felt, will have vastly greater power to accomplish good and to correct evil than those who become impatient, and fall into a sour mood. A sweet spirit, like the fragrant flower, has a perfume to cast upon the path of every one who passes by: it has also for itself a rare life of love, which every one admires.

The course of study pursued here has been so often detailed in former reports, that it need not be rehearsed again. Suffice it to say that its scale has been enlarged and extended, and is calculated to bestow that practical knowledge and breadth of culture which are necessary to the highest success. The objects with which the pupils are brought into daily contact, the phenomena which constantly appear before the mental vision, the facts of nature and of consciousness upon which all science and philosophy are based, receive careful and systematic attention.

The subject-matter of the lessons given in the classes is not of a fragmentary or disconnected character, but shows distinctly the relations of one thing to another, and while it arouses the attention, and trains the powers of observation, also presents that connected chain of

thought necessary to the development of the reasoning faculties. The operation of the higher powers of the mind in solving the problems of thought and in arriving at just conclusions depends upon the faithfulness with which perception has been cultivated.

There has been a marked improvement in the modes of imparting instruction. Much more time than formerly has been given to oral and object teaching, and has been attended with most encouraging results. The rational method, in contradistinction to the mere mechanical, has been applied to various branches ordinarily taught to children, but not carried beyond the boundaries prescribed by reason and wisdom. Nature has been our guide; and instead of attempting to overrule her, and substitute our senseless wishes and designs for her unalterable and imperative enactments, we anxiously study and implicitly obey them. To do otherwise would be to labor for an impossible result.

"Naturam expelles furca, tamen usque recurret."

Our instructors are enjoined to study the special aptitude of every pupil, and to adapt their mode of teaching to the wants of each individual. The inequality of different minds in imbibing instruction under precisely identical circumstances is a glaring fact, and is one of the obstacles encountered in teaching numbers together, that is, in classes. Hence the adaptation of class work to individual capacity must of necessity form the basis of the whole system of instruction.

Attention has been given to the principles which govern every intelligent effort to impart instruction. Mountains of learned verbalism, and clouds of mere

formulæ of words, have not been allowed to stand between the mental vision of the pupils and the object; and clearness in thought, and distinctness in the representation of ideas have been considered of more moment than linguistic exercises, for perspicuity of expression follows definiteness in thinking. Combe's educational motto, "*Res, non verba, quaeso,*" has been the guide in our school, because "*dum res maneant verba fingant.*" The learning of words is a noisy process; whereas the virtue of things steals into the intellect with noiseless step, and is ever working in the thoughts of the pupils most when they perceive it least. It does not confine itself to the surface of the mind, rustling in its fringes, and roaring in its outskirts, but reaches its vital springs, and feeds its native vigor. It is as silent as the growing of the plants, as unconscious as the assimilation of the food and the vitalizing work of the blood.

Accuracy and thoroughness in whatever is studied, with the frequent application of principles to the duties and affairs of life, is of the first importance. A smattering of letters, scraps of grammar, odds and ends of history, crumbs of the abstract sciences, are of little use to the blind; and, instead of being thankful for them, they are more likely to say, with the shoemaker in Martial,—

"At me literulas stulti docuere parentes."

What they especially need is the cultivation of spontaneous intellectual energy, and a thorough mental discipline, including the habits of observation, of quick and accurate perception, of steady attention, and of close and patient reasoning.

More stress is laid upon principles and leading

thoughts than upon the quantity of details and facts. This is as it should be; for mere accumulation of knowledge, without fostering and promoting the activity of the intellectual faculties, is not education. It occupies, but does not enrich, the mind. It imparts a stimulus for the time, and produces a sort of intellectual keenness and cleverness; but, without an implanted purpose and a higher object than mere pleasure, it does not call forth any conscious effort of ratiocination, and will bring with it no solid advantage. In such cases, knowledge produces but a passing impression, — a sensation, but no more. It is in fact the merest epicurism of intelligence, — sensuous, but certainly not intellectual. Locke, throughout the whole of his treatise on education, reiterates the necessity of simplicity in subject; of training and method, rather than variety and amount. The tendency to put a higher value upon the quantity of knowledge acquired than upon the mental discipline derived from school-life develops an opinionative self-sufficiency, not a real intellectual activity. It should be continually borne in mind, that it is not the amount of information which our pupils carry from the school that constitutes a criterion of their capacity, and opens to them the gates of usefulness, but the ability to learn, the appetite for good knowledge, and the habits of thought into which the mind has settled in acquiring it, the skill in applying what they know to practical business, and the vigor of health that gives aptitude for its use.

Endeavors to expand the intellect by the introduction of mechanically compressed facts have been avoided among us, not only as futile, but as positively injurious. The pupils are trained to perceive, think, investigate,

reason, and discover for themselves, to a very great extent. We make a point of awakening the energy, quickening the intellectual activity and moral power, clearing the mind by driving away pretentions and shams and illusions, and giving tone and tension to the thought of the day.

The mind of a child is not a passive recipient, but an active principle, constantly developing, expanding, and tending to maturity. It is therefore important that it should be nourished with the aliment best fitted for its growth; not with dry facts, wordy formulas, scientific definitions, and tables of chronology, but with something that addresses the ideality, awakens the observation, pleases the perceptive faculties, gives play to conception, and stimulates ratiocination. On the other hand, the attempt to bring into active and unceasing exercise the reasoning powers of youth of a very early age is very injurious; for minute analyses and consecutive trains of argumentative and demonstrative thought task the brain more severely than any other intellectual process, and hinder its normal growth and expansion. In educational matters the pendulum of error often oscillates from senseless, stupefying repetition, and learning by rote, on the one hand, to continuous analyzing and reasoning on the other. To keep a just balance between the two is alike pointed out by common sense, and demanded by the interests of the children. The first and most fundamental principle in the work of any school is, that the instruction be simple and well adapted to each stage of mental capacity, directly tending to prepare the next step of development, and that the intellectual faculties be properly fed and developed.

Process of Mental Development.

The development of the mental powers should be systematic and perfectly proportioned in order to form a complete individuality. No undue attention should be bestowed on any one of them to the neglect of the others. No colossal overshadowing tree should be raised in the midst of sapling faculties, intercepting the sun from their leaves, or covering the ground of the organism with roots, and sapping the nutriment from the vital centres. They should be unfolded in that definite order which is pointed out by the laws of nature, and prescribed by science.

The dawn of active intelligence in the mind of a child passes rapidly and beautifully from mere sensation to observation, and from this to the recognition of persons and objects formerly beheld, or of sounds previously heard passively. In this manner, conception is brought into play, the mind receives ideas, the memory retains and recalls them by the wonderful principle of association, words are acquired and connected with them in an indissoluble manner by the process of assimilation, and talking and thinking move on together. Then follows the comparison of objects and ideas after which the mind passes to a recognition of abstract qualities; then logical thought, or ratiocination. This, with judgment and imagination, are developed slowly, and in their highest exercise belong to the last stage of mental growth. It is thus that the foundation of the whole intellectual character is laid by conception, aided by the law of association, which Rogers has so graphically described, —

"Lulled in the countless chambers of the brain,
Our thoughts are linked by many a hidden chain.
Awake but one, and, lo, what myriads rise!
Each stamps its image as the other flies."

The laws which govern the growth and operations of the human mind are as definite, and as universal in their application, as those which control the material world. Hence education in general must take cognizance of the fact, and shape its course accordingly. But, in the training of the blind, particular attention needs to be paid to the peculiar nature of the difficulties arising from their infirmity. The long night of their life knows no morning. The ever varying, ever beautiful face of nature is to them a blank; and not only so, but all modes of expression founded upon the countless changes of light and shade so numerous in all languages are to them of vague and uncertain import. Then there are many forms of existence so obvious, that no one considers it necessary to describe them to seeing children,— things which the simplest books do not explain. Who would think, for instance, of telling his pupils that a mule had four legs, and a hen but two; that an ox had horns, and a horse had not? Yet how is the sightless child to know these particulars, unless he feel of the animals themselves, or of their tangible representations? It is here that the blind are cramped, and it is the province of the schools established for their special benefit to provide them with ample means for the exercise of their senses, and to bring them as far as may be into direct communication with the multifarious objects of external nature. It will readily be seen that teaching of this kind is indispensable for

training the physical and intellectual powers of the blind, for building up their whole character, and for raising them as near as possible to the social and moral standard of the community.

Object-Teaching and Illustrative Apparatus.

During the past year the facilities afforded by the institution for object-teaching, and for illustrating several branches of study, have been greatly increased; and the collections of models, specimens, and tangible appliances of various kinds, although not yet complete, have been enriched by many new additions. The most valuable of these is one of Auzoux's best and largest manikins, the purchase of which was followed by an order sent to Dresden, Germany, for a full set of Dr. Schaufuss's anatomical models. The manikin is a fine specimen, five feet six inches high, and is composed of ninety separate pieces, which can be taken apart so as to show the human structure in all its details. The Schaufuss models, forty-three in number, and representing the different parts of the body singly, are well made of papier-maché, and have been found of great service in the educational institutions of Germany. The apparatus illustrative of the metric system, and a collection of minerals, fossils, crystals, seeds and dried plants, kindergarten materials, and stuffed birds and animals, have also been procured, and advantageously used by our pupils.

These additions, although increasing our educational facilities, are far from completing them, and making them such as they ought to be. We need more specimens, both of sensible objects from the animal and

vegetable kingdoms, and tangible models of various kinds; so that in every case where it is possible the real thing may be presented to the touch when it is studied or taught. This mode of instruction is of inestimable value. It bridges over the chasm from the known to the unknown, from the concrete to the abstract, and lays a solid foundation for the mind to work upon. It rouses the attention of the pupils, and excites their interest. It appeals to experience, and stimulates their powers of observation to intense activity. It feeds the mind with real food, and raises it out of the slough of inattention and listless inactivity.

The first step in mental growth is to obtain knowledge which comes in the form of the perception of the qualities of objects, or of facts in regard to their relations; the next is a comparison of two or more perceptions and the recognition of their points of likeness and unlikeness, then classification, then generalization, then law and principle, then definition. Thus ideas are formed in the mind by abstraction and generalization from facts revealed to it through the senses; and the more numerous, varied, intense, and harmonious are the latter, the more complete and clear will be the former, and the more profound the enjoyment derived from them. What the pupils themselves perceive of the tangible properties of things serves as the basis of thought; and upon the vividness and fulness of the impressions made upon them by external objects depend the correctness of their inferences and the soundness of their judgment. In early childhood the perceptive faculties are relatively stronger than at a later period; and, while the understanding and reason

still sleep, the sensitive mind is receiving those sharp impressions of external things, which, held fast by the memory, transformed by the imagination, and finally classified and organized through reflection, result in the determination of thought and in the formation of character.

Descartes, in his philosophy, attempts to show that the only reality of which we are absolutely certain is, that *we think*, — "*cogito, ergo sum*," — and that the materials and order of thought are furnished by the outer world. It is true, that the more we study natural phenomena, and rise to a comprehension of the laws that control them, the more thoroughly is the reasoning faculty developed, and the better are we prepared to perform the duties of life. But we must not lose sight of the fact that the final result of mental discipline is the attainment, not of subsensuous, but of supersensuous knowledge, and the ability to deal with abstract relations and principles. This consummation of education should not be hindered, either by neglect of object-lessons, or by an exclusive and too long continuation of them. Either extreme is dangerous; for culture in the one case rests upon a narrow and insufficient basis of fact, and, in the other, the mind is kept under the dominion of the senses, and independent thought is rendered nearly impossible.

Text-Books, their Use and Abuse.

The evil tendency of obliging pupils to commit to memory the words of the text-book has been constantly disapproved and persistently avoided.

This practice is a pernicious one, and has been

severely criticised and emphatically condemned by great philosophers and distinguished educators. Hallam says, that "Locke did not think that to pour the wordy book-learning of pedants into the memory is the true discipline of childhood;" and Montaigne observes, that "a mere bookish learning is a poor stock to go upon. Though it may serve for some kind of ornament, yet there is no foundation for any superstructure to be raised upon." It seems to have its origin in indolence or ignorance, and lack of training, and is calculated directly to narrow, rather than to expand, the mind. It fixes the attention on words, rather than on thoughts, and makes more of forms and symbols than of the thing symbolized. It is not merely because Moses, Socrates, Confucius, Plato, and Aristotle were great men themselves, but that they happily lived before text-books were manufactured, and had to invent their methods as they went on teaching, that their vast original force has so gone out upon the world of thought.

Text-books are used in our school as aids, rather than as fetters; as helps to elucidate the study which they present, rather than as all-sufficient treasures of information. The keynote with us is an extension of the sphere and uses of oral instruction, which furnishes the best facilities for the acquisition of knowledge. This kind of teaching leads the mind to exert such activity as will result in a thorough training of the intellectual faculties and in the attainment of a good method of thinking and acting.

But oral teaching, in order to be valuable, must be systematic, connected, and harmonious, and not mere random talk. Its form must be dialectic, and not dog-

matic. Socrates, and, after him, Arkesilaos, first made their pupils speak, and then spoke to them; and every true teacher ought to follow their example.

Music Department.

"By music, minds an equal temper know,
Nor swell too high, nor sink too low:
If in the breast tumultuous joys arise,
Music her soft, persuasive voice applies;
Or, when the soul is pressed with cares,
Exalts her in enlivening airs." — *Pope.*

This department has fully sustained its high standing in our system of education, and its work has been performed in a manner which is very creditable to those who are engaged in it.

Eighty-seven scholars have received instruction in music during the past year, and the branches taught may be summarized as follows: piano-forte, the parlor and church organ, class and solo singing, flute, clarinet, cornet, and other band instruments, harmony, counterpoint, and the art of teaching.

The progress of the pupils has been very satisfactory, and those among them who are gifted with special talent, and possess such general mental ability as is essential for the attainment of excellence in any art, advance rapidly. But there are some who prove, after a patient and fair trial, utterly destitute of natural aptitude for music. These are required to discontinue their music-lessons, and to devote their time out of school-hours to the acquisition of some useful trade, or to some other manual occupation. In order to meet the usual remonstrances of disappointed relatives and

friends in such instances, a record of each scholar's progress is kept, showing the number of lessons given to him, the exact amount of music learned at each of them, and the number of hours practised per week. From these data the actual standing of every pupil can be accurately obtained, and his ability or inaptitude for further musical instruction exactly ascertained. There are individuals who are afflicted with what Mr. Grant Allen has called note-deafness, — an imperfection in the nervous apparatus in the ear, analogous to color-blindness, which is supposed to be due to the loss of sensibility of one of the three sets of retinal nerve-fibres. To such persons, as well as to those who are wanting in mental capacity and calibre, instruction in music is of no avail whatever, and the sooner they turn their attention to some of the mechanical arts, the better it is for them.

Due attention is given to concerted music, such as class-singing, band-playing, and the like; but the fullest measure of attention and endeavor is directed towards those forms of instruction and training which aim at individual excellence both in vocal and instrumental music. In the arena of practical life, the success of a graduate who has been merely a member of a singing-class, or of a band or orchestra, is rather doubtful; but if the culture of his voice has been such as to enable him to sing artistically, accompanying himself, if need be, on the piano-forte, or if he can play solos well on any string, reed, or brass instrument which shall be fit for the concert-room or for a select parlor-entertainment, he will find almost anywhere an open field of usefulness, and may derive substantial advantages from the practice of his profession.

Nearly all the individual lessons on instruments used in the band, and most of the instruction in vocal music, are given by three non-resident professors, — Messrs. H. C. Brown, C. Higgins, and Madame Rametti. These, with five resident teachers, one assistant, three music-readers, and some of the advanced pupils, constitute an able and efficient corps of instructors.

The Objectionable in Music.

Music, like literature, has its low and sensational forms, which tend to degrade both taste and feeling. Dime novels and vile fiction have their counterpart in musical compositions. This kind of music, which is either meaningless, or ends in mere sentiment, without exciting to generous and noble action, vulgarizing that which is lofty and pure, or appealing directly to the basest passions, is shunned in our curriculum, and that alone chosen which has a tendency to arouse the higher nature, to repress selfishness, to refine the taste, and to restrain the lower propensities. Music of this kind, while directly aiding in æsthetic culture, becomes an important element in moral education.

The possession of the æsthetic faculty, that is, of a well developed sense of the general fitness of beautiful things, is one of the most important requisites of a musician; and this, together with the ability for sound analytical criticism of musical compositions, can be attained in the concert-room, where the compositions of the greater and lesser masters are interpreted by eminent artists. Thanks to the authorities and members of the best musical societies of Boston, to the proprietors of theatres, the managers of public entertainments, and

also to a brilliant array of distinguished musicians in our city, — the names of all of whom will be hereafter gratefully mentioned in the list of acknowledgments, — our pupils continue to be generously permitted to attend the finest concerts, rehearsals, operas, oratorios, and the like, and are favored with many most exquisite artistic performances given in our own hall. They actually live and move in a musical atmosphere, which has, of course, a most powerful influence in the formation of the taste; so that pure classical music is enjoyed by them with the greatest zest and enthusiasm, and concerts of a high order become favorite entertainments.

The True, the Beautiful, and the Useful in Music.

Herbert Spencer, in describing the importance of the social and moral influence of music, says, —

"The tendency of civilization is more and more to repress the antagonistic elements of our characters, and to develop the social ones, to curb our purely selfish desires, and exercise our unselfish ones, to replace private gratification by gratification resulting from or involving the happiness of others; and while, by this adaptation to the social state, the sympathetic side of our nature is being unfolded, there is simultaneously growing up a language of sympathetic intercourse, — a language through which we communicate to others the happiness we feel, and are made to share their happiness."

These words of the eminent scientist are in accordance with the views of the most distinguished writers and celebrated thinkers on the subject. Music is undoubtedly one of the spontaneous manifestations of that intellectual activity which is the special characteristic of man, and its value as a promoter of the beautiful, and through it of the good, is universally admitted. It

constitutes a very essential factor in the education of the blind; and its study and practice are earnestly pursued in our school for the æsthetic culture which it affords, for its beneficial results in mental and moral discipline, and for the substantial advantages, as well as the pleasure, which its devotees derive from its profession. But, on the other hand, the idea that music should or can constitute the sole aim of the efforts of the blind is a mistaken and very pernicious one. It proceeds from ignorance of the nature of the art itself, and rests upon a mere illusion with regard to its effects upon man's normal development. While no one will agree in these days with the stern-minded Romans of old in their condemnation of music as effeminating, it is obvious, that, if pursued with a narrow and exclusive devotion, it may become so. The truest musician is he who is loyal to his whole nature, who does not dwarf his mind, and stunt his body, thereby in reality thwarting his art. This fact, although apparently so self-evident, it is always necessary to impress upon the minds of young people, and especially upon those of the blind, in whom neither pallid cheeks, sunken chests, sedentary habits, lameness of the wrists, circumscribed mental horizon, nor the limited circle of sympathies, can be improved or remedied by exclusive devotion to one branch of education, which must produce an inharmonious development of all the faculties and powers. The success of our graduates as music-teachers and performers depends in no small measure upon the breadth of their general knowledge and the degree of mental discipline which they have attained in school. As in intellectual training the aim is to ascertain the true in facts and in the

relations of both the physical and mental worlds, so in music the end sought is the beautiful, which is the true in the relations of sound, and in their combinations and qualities as they affect the sense of hearing. The true includes all phenomena, and the beautiful refers to those objective relations and combinations which afford pleasure. Hence the two are so related to each other, that each is essential in an educational course for the ultimate success of the other, and that substantial attainment in the former is necessary to the highest proficiency in the latter. Without the assertion of the intellect in music, its sweetness would cloy, and become positively tiresome. Berlioz's remarks on this subject carry with them more than ordinary weight. They seem to be the embodiment of keen observation, mature experience, and sound judgment. "Music," says he, "is at once an art and a science; to have a thorough knowledge of it, one must go through complex and quite long studies; to feel the emotions it arouses, one must have a cultured intelligence and a practical ear; to judge of the value of musical works, one must have a well-furnished memory in order to be able to make comparisons, and, in fine, to know many things, of which one is necessarily ignorant when one has not learned them."

The ancient Greeks, who, by the harmonious development and proper exercise of all the mental faculties and bodily powers, reached the *beau ideal* of physical, intellectual, and æsthetic perfection, embraced in the term *music* (μουσικὴ) the whole course of culture, from the gymnasium to the academia. This definition may seem over-wide at first, yet I venture to plead for its applica-

tion in the case of the blind. Then, and then only, will education light for them the path to a noble social equalization and the domain of a rational individual happiness, when, like Phœbus in Guido's famous picture, the luminous herald is permitted to ride in a car of faultless workmanship, in which symbol I would embody the idea of a perfect physical development bearing along as in a beautiful chariot the glory of the illuminated mind.

Tuning Department.

In order that our pupils may obtain the necessary training for the productive employments of life, our system of instruction is not confined to the ordinary branches of an English education alone, or to the cultivation of music, the broadening of the intellect, or the refinement of the æsthetic nature. Addressing the mind, it does not ignore the hands, or the whole range of those faculties of which they are the special instruments, but aims to develop the mechanical aptitudes and tastes of our pupils, and send them out sufficiently prepared to earn their living by their own exertions.

The tuning department, infusing as it does a new motive into the activities of the blind, is a valuable auxiliary to this end, and an important adjunct to our system of education. It opens a new and lucrative field of usefulness to our graduates; and a considerable number of young men who despaired of success in other callings are doing exceedingly well as tuners of pianofortes.

This department has received during the past year all the attention which its practical ends and general pur-

poses deserve, and a great amount of work has been accomplished in it. Its present condition is excellent, and its future prospects very promising.

The number of pupils who have received instruction in tuning is seventeen; and the time devoted by them to taking lessons and practising varies, according to their attainments and necessities, from five to twenty-four hours a week.

Two of the pupils graduated from this department at the close of the last term; and one of the former graduates has been employed during the year on a regular salary to assist in tuning the piano-fortes used in the schools of the city of Boston.

Another piano-forte has been added to those already in use in this department, and our collection of appliances for the practical study of the internal mechanism of instruments of various kinds has been increased by the generous gift of Messrs. Steinway and Sons of two models of the actions of their upright and grand piano-fortes. For finished workmanship, beauty, and completeness of construction, these models can hardly be surpassed, and they are great ornaments to the apparatus of our tuning department.

Manufacturers of piano-fortes in this and other cities will promote their own interests, as well as those of the blind, by placing models of their actions in this institution. Tuners who are thus assisted in mastering thoroughly the details and peculiarities of various instruments are able to recommend them among the *clientèle* which they almost invariably acquire on leaving school. Thus the sale of the instruments is increased, and a knowledge of their special characteristics diffused in

different parts of the country. This is particularly desirable where any new principles are involved in their construction.

The contract for tuning and keeping in repair the piano-fortes used in the public schools of Boston has been renewed for another year on the same terms as before, and without the least opposition from any direction. This unanimous and prompt action of the committee is highly complimentary to our tuners, and speaks more eloquently for their skill and efficiency than words can do. It is a source of encouragement to the blind of New England and a noble example of justice and foresight which does honor to the members of the school board of Boston, and ought to be followed by the authorities of every city in America.

The popular prejudice against the ability of the blind as tuners, teachers, or adepts in any art or profession, which has for a long time blocked up their way to usefulness and independence, thus gratuitously increasing the grievous burden of their misfortune, is gradually yielding to a better understanding of their skill and capacity; and many of the best and most intelligent families of Boston and the neighboring towns unhesitatingly place their costly instruments under the care of our tuning department, and, so far as we know, not only has no fault been found with the work done upon them, but general satisfaction seems to echo from all directions. For this feeling of confidence in the proficiency of our tuners, and for the generous patronage which is constantly extended to them, we are greatly indebted to some of our most distinguished musicians and to many teachers and eminent citizens, who, by employing

our men to keep their own piano-fortes in order, have manifested their reliance upon the work of the blind in the most practical and convincing manner.

It has been repeatedly stated in my previous reports, that the blind develop, in consequence of their infirmity, a remarkable power of distinguishing the pitch and quality of sounds; that, as a result of this ability, they acquire great proficiency in the art of tuning piano-fortes; that in this calling they labor under no disadvantage whatsoever, and therefore are exceedingly successful; and that their work is in many respects more thoroughly and satisfactorily done than that of most of their seeing brethren in the craft. I desire to repeat the assertion here with all the emphasis which proceeds from full conviction; for it does not rest upon mere *a priori* reasoning, but is warranted by experience gathered in the field of observation and study, and confirmed by facts obtained by scientific investigation. So far as the calling of a tuner is concerned, it is beyond doubt, that, other things being equal, the blind, living as they do in this institution in an atmosphere eminently musical, and enjoying uncommon advantages for theoretical study and thorough practical training in the art of tuning, are qualified to do their work more satisfactorily than their seeing competitors in the art. Hence it is earnestly hoped that the community in general, and piano-forte manufacturers in particular, will take more notice of this fact, and will favor our tuners in their efforts for self-maintenance with more encouragement in the future than they have done heretofore. As sight is a condition *sine qua non* in the pursuit of the mechanical arts, the sphere of employments for our graduates is a contracted one, and it is

simply a matter of justice, that, in those branches of industry in which they compete successfully with other workmen, and even excel them, they should receive all the patronage, nay, the preference, which is due to them as an inherent part, and as active members, of the organic body of society.

Technical Department.

This department continues to perform its important part in the work of training our pupils for useful independence and happiness.

While we are deeply impressed with the magnitude of the benefits which intellectual and moral culture confer upon the blind, yet their education would be decidedly deficient, if not supplemented by instruction in some kind of handicraft, and the acquisition of a fair amount of skill for its pursuance. The system which makes the training of the hands keep pace with the mental development is of immense importance to the blind, and the good effects produced by it may be summed up as follows: —

First, it arouses the senses to activity, and provides the mental faculties with a gentle stimulus, while it prevents the morbid action of the brain which too much study is apt to produce in young persons.

Secondly, it trains the muscles to respond immediately to the will, and gives dexterity in the use of tools and in the handling of materials.

Thirdly, it furnishes pleasant, and, in most cases, profitable occupation, without which the time might be passed in idleness, despondency, and dissipation.

Fourthly, its influence may be likened to that of a

utilitarian gymnasium, and it exercises an important hygienic agency.

Finally, it aims to impart a healthy tonic against the sentimentalism and dilettanteism which are the bane of our age, and to inculcate the wholesome lesson that young people must work in order to enjoy; that they cannot accomplish any thing creditable without application and diligence; that they must not be daunted by difficulties, but conquer them by patience and perseverance; and that, above all, they should seek elevation of character, without which capacity is worthless, and worldly success is naught.

For these reasons manual labor has always been made one of the most prominent means of improvement in this institution; and its dignity and usefulness have been constantly asserted by precept and example. All our pupils, whether children of the rich or of the poor, are required to spend a part of their time daily in the industrial department, and to learn to work with their hands, so that, when they leave the school, they may not only be instructed in the various branches of study, but possessed of knowledge of some profession, or of one or more trades, and, above all, with bodily vigor, and with muscles trained to the performance of the tasks which await them in the wide field of industry.

As has been repeatedly stated in former reports, the technical department of the institution is divided into two branches, one for the boys, and the other for the girls. The business of both of these branches has been conducted with rare assiduity and fidelity by those in charge, and with very gratifying results.

I. — Workshop for the Boys.

Regular and systematic instruction in various trades, such as seating cane-bottomed chairs, manufacturing brooms, making mattresses, and upholstering parlor furniture, is given in this shop; and the pupils are occupied as much as possible with work of a solid and serviceable character, either for the use of the institution, or for sale.

The mode of instruction employed is simple and practical, and the advancement of its recipients very satisfactory.

The workshop for the boys, as well as that for the girls, was never designed as a source of pecuniary profit to the institution. We endeavor to make it pay its own expenses; but, if it did not quite do that, — as in reality it does not, — the benefit to the pupils in training them to mechanical skill, and habits of industry and regularity, would still make it our duty to maintain it, and keep it under the management and supervision of teachers employed directly for the purpose by the institution.

In some parts of the country an arrangement is made by which the pupils of educational establishments are placed for certain specified hours of the day under the charge of a contractor, who, in addition to the use of the shop free of rent, receives the avails of their labor in return for the instruction he may impart to them. Such a plan is very convenient indeed where it does not matter whether the training in handicraft is nominal or not. It saves to an institution a certain amount of money, and, what is more important than this, it lessens the work of those managers who have a natural con-

tempt for too much exertion; but it cannot be too severely deprecated, if the workshops are intended to play in all its completeness the rôle which is assigned to them in the education of the blind. The advancement of the objects of an institution is proportioned to the degree of disinterestedness, zeal, efficiency, and aptitude, displayed by those employed to carry on its work, and the amount of influence and control which they exercise over its beneficiaries. Now, a contractor who aspires to reap as much pecuniary benefit from his undertakings as possible, however tightly he may be bound to conform with the terms of his agreement, cannot perform the duties of an experienced teacher in the different branches of handicraft satisfactorily and acceptably. He will be inclined to look out for his own interests rather than for those of the pupils committed to his charge; and instead of giving systematic and progressive instruction to all of them, and especially to those who need it the most, he will pay particular attention to those whose labor is profitable to himself, keeping them at work on what they can do best at the expense of breadth of training and the versatility which it imparts. He will not be disposed to be strict with them by noticing whether they stand erect, are tidy, and free from objectionable habits, and use proper language, provided they work assiduously, and turn out as many salable brooms or other articles as possible. He will devote all his time and energy to the increasing of his own business by urging on the older and more advanced, and will have none left to spend in guiding step by step the young and unskilful, who are of feeble temperament, and cannot use their hands to advantage.

Thus, while the latter are sure to be neglected, the former will be employed in the work which is most lucrative, without any reference to their improvement in the knowledge of their trades. The acquisition of the habits of prudence and economy in the use of stock is the only redeeming feature of the contract-system; but this is more than counterbalanced by the great disadvantages resulting from such an arrangement.

II. — Workrooms for the Girls.

The condition of the girls' branch of the technical department is flourishing, and its work progresses most satisfactorily. No pains have been spared in rendering the lessons here given interesting and attractive, and the responsive spirit shown by the pupils is very gratifying to their instructors.

A few of our girls learn seating cane-bottomed chairs, which is always a resource for a blind person, particularly in small towns and villages; but a livelier interest is shown by the greater number in the various branches of needlework which are taught in the sewing-room, where the majority of the older girls spend a part of the afternoon. Fancy-work of different materials, and more especially of the kind known among blind people as bead-work, develops infinite ramifications in their hands. New forms are invented from time to time, and the ingenious work-mistress, Miss Dillingham, is constantly on the alert to obtain, and introduce into the school, the most recent and graceful patterns of various articles which are esteemed desirable for gifts, &c. The girls derive pecuniary profit from the disposal of the fruits of their industry, and a great deal of zeal is naturally displayed in their contrivance and manufacture.

Besides these lighter forms of work, the sewing-machines are kept constantly going; and linen for the household, as well as various other articles of use, are prepared by the pupils. The generosity of Messrs. Wheeler & Wilson has furnished this department with two of their new "improved machines," the number now amounting to nine in all. These machines continue to be held in the highest esteem among us, and are regarded as the most valuable adjunct to our sewing-rooms.

It has also been deemed necessary to add to our stock one of Franz & Pope's knitting-machines, which gives better satisfaction than those formerly purchased of Mr. Bickford of New York.

A variety of domestic occupations is moreover taught to our girls. Our cottage system affords an excellent opportunity for learning by daily practice and routine the economy of a frugal and orderly household. The pupils manifest interest, application, perseverance, a willingness to work, and a certain degree of pride in what they accomplish. A woman's sphere of knowledge is incomplete, unless it embrace some acquaintance with work of this sort; and it is especially necessary for blind girls to be trained in matters, which, if they had sight, would be to them almost a second nature. Milton says, —

> "To know
> That which before us lies in daily life
> Is the prime wisdom;"

and every well-organized system of education should afford to its recipients ample facilities for instruction and practice in the ordinary callings of daily life.

Department of Physical Training.

That the perfection of the operations of the mind is dependent upon the soundness of the machinery by means of which it manifests itself, and that a healthy and vigorous body is indispensable to success in any active form of intellectual life, is too evident to need demonstration.

Emerson says that the first thing in every efficient man is a fine animal. Experience shows, that, without this, nothing that is truly remarkable can be achieved. Genius is very seldom, if ever, nurtured in a weak and diseased frame. No man is at his best without physical vigor. It is the strength of the body that nourishes the power of the mind. In endeavoring to bring out the beauty and brilliancy of the gem, we must not neglect the casket which enshrines it. There can be no healthful or wholesome action of the mind or the moral perceptions, if the physique is enervated. The age of an animal life preceded the unparalleled intellectual and æsthetic development of ancient Greece. The works of Ictinus and Phidias, of Zeuxis and Praxiteles, of Plato and Thucydides, of Æschylus and Demosthenes, were produced when the first care in that country was to make a man a magnificent creature, when corporeal weakness was considered a positive disgrace, and physical deformity was not allowed to exist, and when beauty and bodily vigor were classed among the noblest virtues.

Wiry muscles and firm flesh, good digestion, the power of endurance of all kinds of labor, and a fresh active brain, are highly essential for accurate perception, retentive memory, clear judgment, and a pleasant frame

of mind; and these, as well as a blooming complexion, graceful mien, and erect carriage, can be secured and preserved only by regular and systematic exercise.

Physical training performs an important part in promoting bodily vigor and intellectual growth, as well as in combating the causes which tend to the deterioration of the material frame, and lead to disease. It prevents excessive stimulation and tension of the mind, which causes a greater or less congestion of the brain, manifesting itself by chronic headaches, and bleedings at the nose, and disorders of the digestive and nutritive functions and the circulation. It lays the foundation of permanent strength, and brings the powers of the material frame under the immediate control of the will. Its claims are urged by distinguished physiologists, and recognized by eminent educators; and the preaching of the gospel of good health and bodily vigor is no longer regarded as a sectarian hobby. On the contrary, it is universally admitted, that unless the wonderful mechanism, which is at once the domicile and the feeder of the mind, be kept in the highest state of efficiency, no success is attainable in any of the learned professions, and I may safely say in any calling.

Such, in brief, are the beneficial effects, and such the general considerations, which call for the physical culture of all children. But, besides these, the loss of sight is a positive hinderance to the free and almost ceaseless exercise of the muscular system which is necessary in youth for the full development of the bodily powers; and its unfavorable effects upon the material organization of the blind are so obvious, that a thorough course of gymnastic training is demanded with tenfold

force in all schools established for their benefit. High shoulders, drooping heads, a cadaverous complexion, contracted chests, lax muscles, a shuffling gait, a hacking cough, and an embarrassing uncertainty regarding the proper place to locate the arms and legs, are some of the undesirable physical characteristics of our pupils; and they must be remedied as far as may be, and the proper means must be assiduously employed in order to put their material mechanism in as good order as possible. The modes of exercise which brought forth strength and beauty in ancient days, if adhered to persistently, will undoubtedly eradicate special weaknesses and defects, promote symmetry, increase vigor to maturity, and sustain it unfailingly. It is a self-evident fact, that in order to make good scholars, efficient musicians, skilful mechanics, nay, men and women fit for life, and able to perform its ordinary duties, we must first, and above all, build securely the pedestal upon which the statue of their education and professional training is to be raised. Without this, all attempts to reach the highest intellectual and moral development will prove abortive. A school that makes no provision to prevent its beneficiaries from becoming sickly, crooked, malformed, and feeble, both in mind and body, is doing its work in the wrong way, and its usefulness is of a very doubtful character.

The erection of a new and spacious gymnasium upon the premises of the institution is justly regarded as an important step, from which the most beneficent results may be anticipated.

During the past year the interior of the new structure has been finished with hard wood, and made ready

for use. Owing to the pressure of work, however, for completing the repairs and improvements undertaken in the main building before the commencement of the school session, there was hardly any time left for selecting and arranging the necessary apparatus. This will soon be accomplished, and there will be inaugurated a system of physical culture which is calculated to make the pupils well-proportioned, strong, and healthy, supple-jointed, and graceful in repose or in motion, and so erect, too, as to insure, whether on foot, sitting, or lying down, ample room for the proper working of all the organs of the human frame.

The female pupils have received regular and thorough physical training during the past year. Both the gallery and new gymnasium have afforded ample opportunities for this. They have been drilled with special care in calisthenic exercises, and the results are very satisfactory. Grace in attitude, and comeliness in appearance, have been developed, and a greater amount of intellectual work has been accomplished. Nervous restlessness is gradually allayed, and headaches and other ailments are not of as frequent occurrence as they used to be. The tendency to distortion incident to the effects of the loss of sight is overcome to a considerable extent, and, what is especially noticeable, a strong, free, and vigorous movement is substituted for the listless shambling or the nervous jerking, which are common characteristics among the pupils of those institutions where the claims of physical culture are utterly ignored. With the progress of time, and the improvements in our methods which experience will suggest, it is hoped that our system of bodily training will become still more complete,

and bear even more abundant fruit in the future than it has done in the past.

Laura Bridgman.

This most interesting woman, the silent guest, now, with one exception, the eldest inhabitant, of the institution, continues to reside with us, and to awaken never-failing interest in the minds of all who visit the establishment. Her pathetic history encircles her with a halo which no worldly success or brilliancy could give; and she appeals mutely to the tenderest feelings of the human heart. The story of her life is indissolubly bound up with that of him who was more to her than a father, the friend and teacher who struck the rock of silence that the fountain of knowedge might gush forth, infusing with Promethean fire the mind which must otherwise have remained dormant forever. Round him her earliest memories entwine. His loving care and watchfulness were the gate through which she entered into intelligent and conscious life. It is not my purpose here to trace the details of her rescue from the hopeless barriers which hemmed her in on every side to an existence of intelligence, activity, and happiness. Enough is known to you of the wonderful way in which that isolated mind was liberated from its dark tomb. The story of Laura Bridgman is engraved in the memory of all who were then living, and has been handed down as one of the greatest monuments of human benevolence and wisdom. I would merely give a brief account of her present condition, in which I am certain that all who have known her will feel interested.

Laura's health is more delicate than of old; but her

mental activity and sprightliness continue to distinguish her as vividly to-day as they did in her earliest youth. She is decidedly a living and feeling person; and there prevails more liveliness and animation in the room where she is than in a group of five or six people of phlegmatic temperament. If I may be permitted to use a simile, Laura, with her warm, excitable feelings, keen and quick perception, rapid intellectual processes, and vivid emotional nature, surrounded as she is by an impenetrable wall of silence, is like the snow-covered Hecla, whose icy barriers enshroud the burning fire within.

Her life is necessarily a quiet one; but she welcomes every little variety with the enthusiasm of a child. One must be with Laura in order to learn how great may be the value of little pleasures. She is extremely fond of the institution, preferring it as a residence to any other place. Every new book which she reads with her delicate fingers is an era in her life, every piece of work accomplished a little triumph to rejoice over. The loss of her best earthly friend has cast a shadow over her life, and she treasures his memory with an orphan's fidelity. Her religious nature is very active; and her remarks on such subjects are often original and striking. She also puts a great deal of warmth and vivacity into all her friendships and acquaintanceships. It is usually a fancy of hers to bestow the title of "brother" or "sister" upon a dear friend. Last spring she said to a young clergyman who renewed his acquaintance with her, "I love to meet the saints." She is never so happy as when making herself useful, and is much interested in the sewing-room for the girls, where she assists.

A new work on Laura is in course of preparation by Professor G. Stanley Hall, now resident in Berlin. Professor Hall writes from that city, that the scientific men of Germany are very much interested in her case. Two articles from his pen have already been published, — one in "The Mind," an English psychological quarterly, and the other in "The Nation." Professor Hall spent some time in the institution, devoting every moment of his visit to a close scientific observation of Laura's case in all its bearings; and his book is looked forward to as one of the highest value.

A kind and noble friend of Laura's in Edinburgh, Dr. David Brodie, conceived some time ago the idea of making up a present in money for her among people who were interested in her case in England and Scotland. His efforts met with a prompt and generous response. It was most touching to find, that, after the lapse of so many years since her misfortune first occupied the public mind, there were so many yet living who entertained the same warm and friendly interest that was called forth so long ago. Indeed, it may most truly be said, that, although afflicted, Laura has always been very rich in friends. Though born to the greatest of all calamities, that of being cut off from all communication with her kind, she was deeply blest in her redemption from that grievous misfortune. The noble act which rescued her from a doom too terrible for the mind to dwell upon drew the hearts of all men to her, and crowned her young life with joy and affections which must blossom and bear fruit to all eternity. Even the hardest heart must be softened in contemplating her afflictions. She has never awakened any but

the tenderest feelings in all who have come in contact with her; and the path where so many thorns were strewn has been spread with the fairest flowers that love and friendship and unselfish benevolence could scatter; and thus may it be to the end!

Closing Remarks.

In submitting this report, gentlemen, to your forbearing consideration, I beg leave to repeat in a few words that no efforts have been spared to increase our educational facilities, and to secure to our pupils the highest degree of usefulness, comfort, and happiness. Our sphere of action is, of course, circumscribed by the limited means at our disposal, and many desirable things and helpful appliances are beyond our reach; but nothing that seems to be essential for carrying out the work of the institution in an efficient and thorough manner is omitted. We endeavor to improve our system of instruction and training from year to year by every possible means, to expand its scope, and to render it a powerful agent for the amelioration of the condition of the blind in general, and for their elevation in the social and moral scale to the same level with their more fortunate fellow-men. In spite of the many obstacles and difficulties encountered in the application of this system, its workings have thus far proved successful. An aspiration after self-support and independence is the primary manifestation of its effects; and dignity, self-respect, and refinement are its ripe fruit. This is so true, that we may as well expect to see the organized beggary of southern Italy transplanted and thriving in the uncongenial soil of Massachusetts, as to imagine the

educated and industrious blind of New England marching under the same banner with those of the old world, asserting the rights of pauperism by the lamp-posts, or clamoring for alms in the churchyards.

It is always a great satisfaction to me to acknowledge my obligations to all who are associated with me, for the valuable assistance which they have given in the promotion of the comfort, happiness, and welfare of the household, the efficiency of the school, and the general prosperity of the institution. By their genuine sympathy and kindness of heart, their rare combination of perfect gentleness with a rational degree of firmness, their tact, and their untiring devotion to their charge, they have rendered most valuable services in the education and training of our pupils, and have won alike their respect and gratitude.

In conclusion, gentlemen, I desire to express to the members of your board my heartfelt thanks for your courtesy, kindness, confidence, and cordial coöperation. Whatever has been done during the last four years to increase the efficiency, and advance the working power, of the institution, is largely due to your broad views, wise resolutions, and liberal policy. If any thing has been neglected which might have been accomplished, the fault lies neither with your board, nor with my assistants, but with myself.

Respectfully submitted by

M. ANAGNOS.

ACKNOWLEDGMENTS.

AMONG the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors and publishers, for concerts and various musical entertainments, for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. As far as we know, there is no community in the world which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

I. — Acknowledgments for Concerts, &c., in the City.

To the Harvard Musical Association, through its president, Mr. John S. Dwight, for fifty season-tickets to eight symphony concerts.

To Messrs. Tompkins and Hill, proprietors of the Boston Theatre, for admitting parties in unlimited numbers to ten operas, and also to H. M. S. Pinafore. To this latter, the invitation was given in the most cordial form of *carte blanche* for one week and a half; and all the members of our household, old and young, had an opportunity to attend the popular opera more than once, thanks to the great generosity of the proprietors, who, however crowded their theatre may be, always make room for "their friends," the blind.

To the Händel and Haydn Society, through its president, Mr. C. C. Perkins, for tickets to five of their grand concerts.

To Boylston Club, through its conductor, Mr. George L. Osgood, and its secretary, Mr. F. H. Ratcliffe, for admission to three concerts.

To Mr. R. M. Field, manager of the Boston Museum, for an invitation to children's Pinafore.

To Messrs. Hathaway and Pond, for fifty tickets to their Wilhelmj concerts.

To Mr. H. C. Brown, for admission to a series of concerts by his band.

To Miss Edith Abell, for admission to her concert, in which the "Stabat Mater" was given.

To Madame Cappiani and the Alpine quartette we are similarly indebted.

In the line of purely classical music we are under great obligations to the Euterpe Society, for admission to their series of four chamber concerts; to Mr. W. H. Sherwood, for permission to attend his series of ten piano-forte recitals; to Mr. B. J. Lang, for admissions to his series of two concerts; to Mr. J. A. Preston, for a similar favor; and to Miss Charlotte Hawes, for an invitation to attend one of her lectures on music.

Our pupils have also occasionally attended some of the concerts which are free to the public.

We are also under great obligations to Mr. J. T. Zimmerman for an invitation to the Siege of Paris, the particulars of which were clearly explained to our pupils by his agent.

II. — Acknowledgment for Concerts given in our Hall.

For a series of fine concerts and miscellaneous entertainments given in the hall of the Institution we are under great obligations to the following eminent artists: —

Miss Fanny Kellogg, Mr. John Orth, and Mr. Wulf Fries.

Madame Rametti and several of her pupils.

Mr. Hanchette and Miss Claybor.

Miss Ware, pianist, and Mr. Akeroid, violinist.

Mr. Preston, organist of St. Peter's Church, Cambridge.

Miss Dow, vocalist, and Miss Bennett, reader.

III. — Acknowledgments for Lectures and Readings.

For a series of lectures and readings we are greatly indebted to the following kind friends who have generously volunteered to interest and entertain our pupils: To Dr. F. W. Holland of Cambridge, Professor James Rosedale of Jerusalem, Mr. R. W. Jamieson of South Boston, Miss S. E. Oglevee of Springfield, O., Miss Ellen Reed of Nova Scotia, and Miss Mason of Boston.

IV. — Acknowledgments for Periodicals and Newspapers.

The editors and publishers of the following reviews, magazines, and semi-monthly and weekly papers, continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed, and perused with interest: —

The N. E. Journal of Education	*Boston, Mass.*
The Atlantic	" "
The Christian	" "
The Christian Register	" "
The Folio	" "
The Sunday Herald	" "
Unitarian Review	" "
The Watchman	" "
Wide Awake	" "
The Salem Register	*Salem, Mass.*
Illustrated Scientific News	*New York, N. Y.,*
Scribner's Monthly	" "
St. Nicholas	" "
The Christian Union	" "
The International Review	" "
National Quarterly Review	" "
Musical Review	" "
The N. Y. Weekly Post	" "
Journal of Health	*Dansville, N. Y.*
The Journal of Speculative Philosophy	*St. Louis, Mo.*
Lippincotts' Magazine	*Philadelphia, Penn.*
The Penn Monthly	" "
Robinson's Epitome of Literature	" "

The Normal Monthly Review .	*Shippensburg, Penn.*
Indiana School Journal . . .	*Indianapolis, Ind.*
Canada School Journal . . .	*Toronto, Can.*
Goodson's Gazette,	*Va. Inst. for Deaf-Mutes and Blind.*
Tablet . .	*West Va.* " " " "
Mirror . .	*Michigan* " " " "
Companion .	*Minnesota* " " " "
Philomathean Argus .	*Ohio Inst. for the Blind.*
Mistletoe	*Iowa* " " " "
Il Mentore dei Ciechi . . .	*Florence, Italy.*

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after-years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

M. ANAGNOS.

DR. PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, *in account with* H. ENDICOTT, *Treasurer.* CR.

To cash paid on Auditor's drafts			$66,348 66		By balance from last account, Sept. 30, 1878	$2,649 67
city of Boston, taxes			166 40		cash from State of Massachusetts	30,000 00
			$66,515 05		New Hampshire	2,875 00
Re-investments.					Vermont	1,500 00
To loans secured by mortgages on					Rhode Island	3,000 00
real estate	$10,000 00				Connecticut	3,300 00
10,000 Eastern Railroad bond,	7,579 91				Interest on mortgages	7,002 50
10,000 Lowell Railroad bond,	10,219 44				Rents	239 56
5,000 United States bond	5,115 62				Boston and Providence Railroad dividends	180 00
			32,914 97		Fitchburg Railroad dividends	270 00
balance to new account			579 21		Interest on Eastern Railroad bonds	175 00
					Interest on deposits	238 86
					M. Anagnos, Director, —	
					Work Department $12,371 24	
					Sundries 3,507 41	
						15,878 65
					By cash legacy account William Taylor, Tewksbury	700 00
					Payment of mortgage notes	32,000 00
			$100,009 24			$100,009 24
				1878. Sept. 30,	By balance to new account	579 21

BOSTON, Sept. 30, 1879. E. E. HENRY ENDICOTT, *Treasurer.*

The undersigned, a committee appointed to examine the accounts of the Perkins Institution and Massachusetts School for the Blind, have attended to that duty, and hereby certify that they find the accounts properly vouched and correctly cast, and that there is a balance in the hands of the Treasurer of five hundred and seventy-nine 21-100 dollars.

The Treasurer also exhibited to us evidence of the following property belonging to the Institution: —

Notes [illegible] on real estate		$90,000 00	5,000 United States 4 per cent bond	5,000 00
Estate		5,500 00	30 shares Boston and Providence Railroad Company, market value $122	3,660 00
		3,000 00	45 shares Fitchburg Railroad, market value $118	5,310 00
		2,300 00		
10,000	bond	10,000 00		$130,670 00
10,000		5,000 00		

G. HIGGINSON,
A. T. FROTHINGHAM, } *Auditing Committee.*

Detailed Statement of Treasurer's Account.

Dr.

1878-1879.			
	To cash paid on Auditor's drafts		$66,348 66
	city of Boston for taxes		166 40
	for re-investments		32,914 97
	on hand Sept. 30, 1879		579 21
			$100.009 24

Cr.

1878.				
Sept. 30.	By balance of former account			$2,649 67
Oct. 1.	cash from State of Massachusetts			7,500 00
15.	From six months' interest on note, $5,000, at 6 per cent			150 00
23.	six months' interest on note, $3,500, at 6 per cent			105 00
30.	interest on note, $12,000			390 00
	dividend on Boston and Providence Railroad			90 00
Nov. 29.	six months' interest on note, $8,000, at 6 per cent			240 00
Dec. 11.	six months' interest on note, $3,500, at 7 per cent			122 50
1879.				
Jan. 1.	six months' interest on note, $8,000, at 6 per cent			240 00
2.	State of Massachusetts			7,500 00
4.	interest on note of $18,000, at 6 per cent			540 00
	$20,000, at 6 per cent			646 67
20.	rents			239 56
25.	M. Anagnos, Director, as per following: —			
	J. B. Winsor, for board and tuition of son	$300 00		
	income of legacy to Laura Bridgman	85 00		
	State of Rhode Island, for clothing for H. Lanergan	20 00		
	town of Dedham, account of Mary O'Hare	22 19		
	Dr. A. W. Burnham, account of daughter	50 00		
	city of Boston, for tuning	600 00		
	sale of books in raised print	84 15		
	receipts of work department: —			
	for October	$1,315 28		
	November	1,037 56		
	December	871 50		
			3,224 34	
				4,385 68
	Amount carried forward			$24,799 08

	Amount brought forward			$24,799 08
1879.				
Jan. 25.	From six months' interest on note, $15,000, at 6 per cent			450 00
Feb. 1.	interest on deposit			155 11
21.	William Hunt, executor of will of William Taylor of Tewksbury, account legacy . .			700 00
24.	dividend on Fitchburg Railroad . . .			135 00
Mar. 1.	six months' interest on note, $25,000, at 6 per cent			750 00
Apr. 1.	State of Massachusetts			7,500 00
15.	six months' interest on note, $5,000, at 6 per cent			150 00
25.	six months' interest on note, $3,500, at 6 per cent			105 00
28.	M. Anagnos, Director, as per following: —			
	sale of books in raised print . .	$229 36		
	tuning	531 00		
	J. B. Winsor, donation . . .	100 00		
	Nebraska Institution, for map . .	37 00		
	sale of brooms	38 63		
	writing-tablets	8 43		
	admission-tickets	27 44		
	old barrels, junk, &c. . . .	66 78		
	Mrs. Knowlton, account of daughter,	36 00		
	salesroom, for storing coal . .	6 85		
	town of Brimfield, account of George Needham	5 45		
	Redmond Geary, for travelling expenses	1 38		
	Mrs. Quimby, account of daughter,	5 00		
	receipts of work department: —			
	for January . .	$744 07		
	February . .	457 53		
	March . .	763 15		
			1,964 75	
				3,058 07
May 20.	payment of note			12,000 00
	interest on note			379 17
27.	dividend from Boston and Providence R.R. .			90 00
29.	six months' interest on note of $8,000, at 6 per cent			240 00
June 12.	six months' interest on note of $3,500, at 7 per cent			122 50
24.	interest ten days, $5,000			8 33
July 1.	State of Massachusetts			7,500 00
5.	six months' interest on note, $18,000, at 6 per cent			540 00
	Amount carried forward			$58,682 26

	Amount brought forward			$58,682 26
1879.				
July 9.	From payment of mortgage note			20,000 00
	interest on mortgage note			623 33
28.	M. Anagnos, Director, as per following :—			
	city of Boston, for tuning . .	$300 00		
	sale of books in raised print . .	115 55		
	Henry T. Bray, for board and tuition of self	200 00		
	receipts of work department :—			
	for April . . .	$815 04		
	May . . .	1,366 15		
	June . . .	1,241 54		
			3,422 73	
				4,038 28
	six months' interest on note, $15,000, at 6 per cent			450 00
Aug. 1.	interest on deposit			83 75
20.	State of Vermont			1,500 00
	Rhode Island			3,000 00
	Connecticut			3,300 00
Sept. 1.	six months' interest on Eastern R.R. bonds .			175 00
	Fitchburg Railroad dividend			135 00
3.	six months' interest on note of $25,000, at 6 per cent			750 00
17.	State of New Hampshire			2,875 00
30.	M. Anagnos, Director, as per following :—			
	A. W. Burnham, account of daughter,	$50 00		
	income of legacy to Laura Bridgman,	40 00		
	C. A. Fairbanks, account of son .	25 00		
	tuning	103 00		
	J. J. Mundo, account of daughter .	25 00		
	sale of old junk, &c. . . .	54 80		
	books in raised print . .	38 36		
	writing-tablets . . .	19 46		
	brooms	37 26		
	receipts of concert	7 00		
	admission-tickets	37 57		
	Miss Morton, account of Ida House .	7 75		
	Mrs. Knowlton, account of daughter,	12 00		
	salesroom, for use of horse and wagon one year	180 00		
	receipts of work department :—			
	for July . . .	$1,100 76		
	August . .	788 18		
	September . .	1,870 48		
			3,759 42	
				4,396 62
				$100,009 24

Analysis of Treasurer's Accounts.

The Treasurer's account shows that the total receipts during the year were		$100,009 24
Less cash on hand at the beginning of the year		2,649 67
		$97,359 57

Ordinary Receipts.

From the State of Massachusetts	$30,000 00	
beneficiaries of other States and individuals	11,559 77	
interest, coupons, and rent	8,105 92	
		$49,665 69

Extraordinary Receipts.

From work department, for sale of articles made by the blind, &c.	$12,371 24	
payment of mortgage notes	32,000 00	
sale of books and maps	504 42	
tuning	1,534 00	
legacy and donation	800 00	
sale of writing-tablets	27 89	
brooms, account boys' shop	75 89	
old junk, barrels, &c.	121 58	
admission-tickets	65 01	
receipts of concert	7 00	
salesroom, for storing coal	6 85	
use of horse and wagon one year	180 00	
		47,693 88
		$97,359 57

General Analysis of the Steward's Account.

Dr.

Receipts from Auditor's drafts		$66,348 66	
Less amount due Steward Oct. 1, 1878	$546 63		
balance in Steward's hands Oct. 1, 1879	773 16		
		1,319 79	
			$65,028 87

Cr.

Ordinary expenses as per schedule annexed	$38,363 10	
Extraordinary expenses as per schedule annexed	26,665 77	
		$65,028 87

ANALYSIS OF EXPENDITURES FOR THE YEAR ENDING SEPT. 30, 1879, AS PER STEWARD'S ACCOUNT.

Meat, 24,302 lbs.		$2,177 01
Fish, 3,997 lbs.		220 55
Butter, 4,755 lbs.		1,153 50
Rice, sago, &c.		99 30
Bread, flour, meal, &c.[1]		160 64
Potatoes and other vegetables		729 13
Fruit		325 50
Milk, 21,400 qts.		958 47
Sugar, 2,919 lbs.		245 98
Tea and coffee, 622 lbs.		83 54
Groceries		393 41
Gas and oil		371 92
Coal and wood		2,199 42
Sundry articles of consumption		214 69
Salaries, superintendence, and instruction		14,827 85
Domestic wages		3,964 94
Outside aid		181 14
Medicine and medical aid		32 57
Furniture and bedding		1,146 30
Clothing and mending		13 94
Musical instruments		83 31
Expenses of tuning department		807 90
" " boys' shop		74 36
" " printing-office		2,197 60
" " stable		344 42
Books, stationery, and school apparatus		1,663 89
Ordinary construction and repairs		1,322 48
Taxes and insurance		1,617 26
Travelling expenses		130 34
Rent of office in town		250 00
Board of blind men		252 13
" " man and clerk during vacation		85 72
Sundries		33 89
		$38,363 10
Extraordinary Expenses.		
Extraordinary construction and repairs	$11,621 34	
Bills to be refunded	65 57	
Beneficiaries of Harris Fund	600 00	
Expenses of work department	14,378 86	
		26,665 77
		$65,028 87

[1] There was a large stock of flour and meal on hand Oct. 1, 1878, which accounts for the smallness of this item.

General Abstract of Account of Work Department, Oct. 1, 1879.

Liabilities.		
Due institution for investments at sundry times since the first date	$38,889 83	
Excess of expenditures over receipts	2,007 62	
		$40,897 45
Assets.		
Stock on hand Oct. 1, 1879	$4,467 83	
Debts due	1,400 66	
		5,868 49
		$35,028 96
Balance against work department Oct. 1, 1879		$35,028 96
" " " " " 1878		33,138 49
		$1,890 47

Dr.

Cash received for sales, &c., during the year	$12,371 24	
Excess of expenditures over receipts	2,007 62	
		$14,378 86

Cr.

Salaries and wages paid blind persons	$3,136 31	
" " " " seeing "	2,504 14	
Sundries for stock, &c.	8,738 41	
		$14,378 86

ACCOUNT OF STOCK OCT. 1, 1879.

Real estate		$247,800 00
Railroad stock		26,970 00
Notes secured by mortgage		96,000 00
U S. bond		5,000 00
Cash		1,352 37
Stock in work department		4,467 83
Household furniture		16,581 41
Provisions and supplies		470 45
Wood and coal		2,204 86
Musical department, viz., —		
One large organ	$5,500 00	
Three small organs	730 00	
Forty-three pianos	10,992 00	
Violins	150 00	
Brass and reed instruments	1,926 53	
		19,298 53
Books in printing-office		3,100 00
Stereotype plates		1,400 00
School furniture and apparatus		5,214 20
Musical library		600 00
Library of books in common type		1,050 00
" " " " raised type		5,000 00
Boys' shop		115 50
Stable and tools		990 00
Boat		20 00
		$437,635 15

LIST OF EMBOSSED BOOKS,

Printed at the Perkins Institution and Massachusetts School for the Blind.

TITLE OF BOOK.	No. of Volumes.	Price per Volume.
Howe's Geography	1	2 50
Howe's Atlas of the Islands [1]	1	3 00
Howe's Blind Child's First Book [1]	1	1 25
Howe's Blind Child's Second Book [1]	1	1 25
Howe's Blind Child's Third Book [1]	1	1 25
Howe's Blind Child's Fourth Book [1]	1	1 25
Second Table of Logarithms	1	3 00
Astronomical Dictionary	1	2 00
Rudiments of Natural Philosophy [1]	1	4 00
Philosophy of Natural History	1	3 00
Guyot's Geography	1	4 00
Howe's Cyclopædia	8	4 00
Natural Theology	1	4 00
Combe's Constitution of Man	1	4 00
Pope's Essay on Man [1]	1	2 00
Baxter's Call	1	2 50
Book of Proverbs	1	2 00
Book of Psalms	1	3 00
New Testament (small)	4	2 50
Book of Common Prayer	1	4 00
Hymns for the Blind [1]	1	3 00
Pilgrim's Progress	1	4 00
Life of Melanchthon	1	2 00
Dickens's Old Curiosity Shop	3	4 00
Shakspeare's Hamlet and Julius Cæsar	1	4 00
Byron's Hebrew Melodies and Childe Harold	1	3 00
Anderson's History of United States	1	2 50
Dickens's Child's History of England	2	3 50
Selections from the Works of Swedenborg	1	–
Memoir of Dr. Samuel G. Howe	1	3 00
Cutter's Anatomy, Physiology, and Hygiene	1	4 00
Viri Romæ, new edition with additions	1	2 00
The Reader; or, Extracts from British and American Literature [1]	2	3 00
Musical Characters used by the seeing, with explanations	1	35
Milton's Paradise Lost	2	3 00
Higginson's Young Folks' History of the United States	1	3 50
Histories of Greece and Rome (in press)	–	–

[1] Stereotyped.

LIST OF APPLIANCES AND TANGIBLE APPARATUS,

Made at the Perkins Institution and Massachusetts School for the Blind.

GEOGRAPHY.

I. — *Wall Maps.*

1. The Hemispheres	size 42	by 52	inches.
2. United States, Mexico, and Canada	"	"	"
3. South America	"	"	"
4. Europe	"	"	"
5. Asia	"	"	"
6. Africa	"	"	"
7. The World on Mercator's Projection	"	"	"

Each $35, or the set, $245.

II. — *Dissected Maps.*

1. Eastern Hemisphere	size 30	by 36	inches.
2. Western Hemisphere	"	"	"
3 North America	"	"	"
4. United States	"	"	"
5. South America	"	"	"
6. Europe	"	"	"
7. Asia	"	"	"
8. Africa	"	"	"

Each $23, or the set, $184.

These maps are considered, in point of workmanship, accuracy and distinctness of outline, durability, and beauty, far superior to all thus far made in Europe or in this country.

The "New-England Journal of Education" says, "They are very strong, present a fine, bright surface, and are an ornament to any school-room."

III. — *Pin-Maps.*

Cushions for pin-maps and diagrams	each, $0 75

ARITHMETIC.

Ciphering-boards made of brass strips, nickel-plated	each, $4 25
Ciphering-types, nickel-plated, per hundred	1 00

WRITING.

Grooved writing-cards	each, $0 10
Braille's tablets, with metallic bed	" 1 50
Braille's French tablets, with cloth bed	" 1 00
Braille's new tablets, with cloth bed	" 1 00
Braille's Daisy tablets	" 3 75

TERMS OF ADMISSION.

Young blind persons between the ages of ten and nineteen, and of good moral character, can be admitted to the school by paying $300 per annum. This sum covers all expenses, except for clothing; namely, board, washing, the use of books, musical instruments, &c. The pupils must furnish their own clothing, and pay their own fares to and from the Institution. The friends of the pupils can visit them whenever they choose.

Indigent blind persons of suitable age and character, belonging to Massachusetts, can be admitted gratuitously, by application to the Governor for a warrant.

The following is a good form, though any other will do: —

"*To his Excellency the Governor.*

"SIR, — My son (or daughter, or nephew, or niece, as the case may be) named ——, and aged ——, cannot be instructed in the common schools, for want of sight. I am unable to pay for the tuition at the Perkins Institution and Massachusetts School for the Blind, and I request that your Excellency will give a warrant for free admission.

"Very respectfully, —— ——."

The application may be made by any relation or friend, if the parents are dead or absent.

It should be accompanied by a certificate from one or more of the selectmen of the town, or aldermen of the city, in this form: —

"I hereby certify, that, in my opinion, Mr. —— —— is not a wealthy person, and that he cannot afford to pay $300 per annum for his child's instruction. (Signed) —— ——."

There should be a certificate, signed by some regular physician, in this form: —

"I certify, that, in my opinion, —— —— has not sufficient vision to be taught in common schools; and that he is free from epilepsy, and from any contagious disease. (Signed) —— ——."

These papers should be done up together, and forwarded to the DIRECTOR OF THE INSTITUTION FOR THE BLIND, *South Boston, Mass.*

An obligation will be required from some responsible persons, that the pupil shall be kept properly supplied with decent clothing, shall be provided for during vacations, and shall be removed, without expense to the Institution, whenever it may be desirable to discharge him.

The usual period of tuition is from five to seven years. Indigent blind persons residing in Maine, New Hampshire, Vermont, Connecticut, and Rhode Island, by applying as above to the Governor, or the "Secretary of State," in their respective States, can obtain warrants for free admission.

The relatives or friends of the blind who may be sent to the Institution are requested to furnish information in answer to the following questions: —

1. What is the name and age of the applicant?
2. Where born?
3. Was he born blind? If not, at what age was his sight impaired?
4. Is the blindness total, or partial?
5. What is the supposed cause of the blindness?
6. Has he ever been subject to fits?
7. Is he now in good health, and free from eruptions and contagious diseases of the skin?
8. Has he ever been to school? If yes, where?
9. What is the general moral character of the applicant?
10. Of what country was the father of the applicant a native?
11. What was the general bodily condition and health of the father, — was he vigorous and healthy, or the contrary?
12. Was the father of the applicant ever subject to fits or to scrofula?
13. Were all his senses perfect?
14. Was he always a temperate man?
15. About how old was he when the applicant was born?
16. Was there any known peculiarity in the family of the father of the applicant; that is, were any of the grandparents, parents, uncles, aunts, brothers, sisters, or cousins, blind, deaf, or insane, or afflicted with any infirmity of body or mind?
17. If dead, at what age did the father die, and of what disorder?
18. Where was the mother of the applicant born?
19. What was the general bodily condition of the mother of the applicant, — strong and healthy, or the contrary?
20. Was she ever subject to scrofula, or to fits?
21. Were all her senses perfect?
22. Was she always a temperate woman?
23. About how old was she when the applicant was born?

24. How many children had she before the applicant was born?

25. Was she related by blood to her husband? If so, in what degree. —first, second, or third cousins?

26. If dead, at what age did she die, and of what disorder?

27. Was there any known peculiarity in her family; that is, were any of her grandparents, parents, uncles, aunts, sisters, brothers, children, or cousins, either blind, or deaf, or insane, or afflicted with any infirmity of body or mind?

28. What are the pecuniary means of the parents or immediate relatives of the applicant?

29. How much can they afford to pay towards the support and education of the applicant?

For further particulars address M. ANAGNOS, DIRECTOR OF THE INSTITUTION FOR THE BLIND, *South Boston, Mass.*

PUBLIC DOCUMENT. No. 27.

FORTY-NINTH ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1880.

BOSTON:
Rand, Avery, & Co., Printers to the Commonwealth,
117 Franklin Street.
1881.

1881. Jan. 3.

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Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
So. BOSTON, Oct. 19, 1880.

To the Hon. HENRY B. PEIRCE, *Secretary of State.*

DEAR SIR, — I have the honor to transmit to you for the use of the Legislature, a copy of the Forty-ninth Annual Report of the Trustees of this Institution to the Corporation thereof, together with the usual accompanying documents.

Respectfully,

M. ANAGNOS,
Secretary.

OFFICERS OF THE CORPORATION.

1880-81.

SAMUEL ELIOT, *President.*
JOHN CUMMINGS, *Vice-President.*
P. T. JACKSON, *Treasurer.*
M. ANAGNOS, *Secretary.*

BOARD OF TRUSTEES.

ROBERT E. APTHORP.
JOHN S. DWIGHT.
JOSEPH B. GLOVER.
J. THEODORE HEARD, M.D.
HENRY LEE HIGGINSON.
JAMES H. MEANS, D.D.
ANDREW P. PEABODY, D.D.
EDWARD N. PERKINS.
SAMUEL M. QUINCY.
SAMUEL G. SNELLING.
JAMES STURGIS.
GEORGE W. WALES.

STANDING COMMITTEES.

Monthly Visiting Committee,

Whose duty it is to visit and inspect the Institution at least once in each month.

1881. January	R. E. APTHORP.	1881. July	A. P. PEABODY.
February	J. S. DWIGHT.	August	E. N. PERKINS.
March	J. B. GLOVER.	September	S. M. QUINCY.
April	J. T. HEARD.	October	S. G. SNELLING.
May	H. L. HIGGINSON.	November	JAMES STURGIS.
June	J. H. MEANS.	December	GEO. W. WALES.

Committee on Education.

J. S. DWIGHT.
A. P. PEABODY.
S. M. QUINCY.

House Committee.

E. N. PERKINS.
G. W. WALES.
J. H. MEANS.

Committee of Finance.

R. E. APTHORP.
J. B. GLOVER.
JAMES STURGIS.

Committee on Health.

J. THEODORE HEARD.
E. N. PERKINS.
H. L. HIGGINSON.

Auditors of Accounts.

ROBERT E. APTHORP.
SAMUEL G. SNELLING.

PUBLIC DOCUMENT. No. 27.

FORTY-NINTH ANNUAL REPORT

OF

THE TRUSTEES

OF THE

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AND

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117 Franklin Street.
1881.

Commonwealth of Massachusetts.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
SOUTH BOSTON, Sept. 30, 1880.

TO THE MEMBERS OF THE CORPORATION.

Gentlemen, — In accordance with the requirements of the by-laws of the institution, we, the undersigned trustees, present to you, and through you to the executive of the commonwealth and to the legislature, the following report for the year ending Sept. 30, 1880: —

We are very desirous that the general state of the establishment should be known, and that every suitable means should be employed to keep the mind of the public enlightened and the sympathies of our fellow-citizens awake with regard to the blind wherever they may be found.

The publication of our annual report is one of the means for promoting this end, and the fact that those whom we thus address represent to a very great extent the enlightment and the benevolence of the community

at large emboldens us to come forward year after year and ask attention for our affairs.

In reviewing the history of the past twelve months, we may say at the outset that the general condition of the institution has been entirely satisfactory to the board, and that nothing has occurred to mar its advancement.

The kind interest which the wise, the intelligent, and the benevolent of the community have continued to take in the welfare of the blind, has been a source of great encouragement to us.

The quarterly reports of the director made to our board have set forth in detail the statistics of entrances and discharges. The substance of these communications is, that there have been 179 blind persons immediately connected with the institution, in all its departments, as pupils, instructors, employés, and work men or women. Present number, 156.

The health of the household has been remarkably good. No death and no case of serious illness has occurred during the year.

The sanitary arrangements of the establishment are in excellent condition, and the medical supervision of our physician, Dr. Homans, has been regular and thorough.

The trustees can speak in terms of approbation of the uniform cleanliness of the buildings, of the personal neatness of the pupils, and the quiet and order which have pervaded the school.

The teachers and officers have performed their part zealously, and have worked faithfully to further the welfare of those committed to their care.

The pupils in general merit commendation for their good behavior and obedience to the rules and regulations established for their government.

We have endeavored to adminster the affairs of the institution in such a manner as to attain the best results which the means at our disposal could effect; and, although we claim no infallibility, we cannot but be thankful for the degree of prosperity which has attended our efforts.

The institution is well appointed in all its departments, and its work is carried on with good results. We have aimed to improve those systematic arrangements which have heretofore proved satisfactory, to carry forward the original plan of the institution, to enlarge the sphere of its usefulness, to incorporate in its workings the fruits of enlightened experience and the results of the best thought given to this branch of education, and to perpetuate the spirit of beneficence towards those for whose good the school was founded. But, although we have continued to press on in the way of progress, we do not allow ourselves to think that our system of instruction and training is complete in its details and perfect in its appointments. On the contrary, we are aware of its shortcomings, and are ever ready to welcome all rational improvements, and make such changes as shall promise after thorough examination better results than we have yet attained.

Such is in brief the record of the year now closed. While we look back upon what has been accomplished during the past twelve months with gratitude, we regard the present with proper satisfaction, and the future with encouragement and hope.

The Present State of the School.

The main object of the institution — which is to give to blind youth of both sexes the same kind and degree of instruction as is afforded to other children in the best common schools of New England, and to train them up to industry and professional attainments — has been steadily and successfully pursued, and has been followed by good results. The means and methods employed to promote this end have been improved and perfected from year to year, and our course of education embraces all branches which are necessary to fit pupils for a life of enlightened activity and usefulness.

The modes of instruction followed in the various departments of the institution are of the most approved character, and its graduates will bear comparison in point of intellectual attainments with those of any well-organized academy. Those who attended the graduating exercises of our school, or who have become otherwise familiar with its workings and with the present condition of its departments, will bear testimony to this fact.

These exercises were held at the close of the term in the music hall of the institution, and were witnessed by a large number of distinguished citizens. The State of Rhode Island was represented by Gov. Littlefield and Secretary Addeman, and the Massachusetts Board of Education by its secretary, Mr. Dickinson, and one of its members, Mr. Hussey. Many clergymen and several prominent musicians were also present.

Diplomas were for the first time awarded to the members of the graduating class, six in number, and

their award could not fail to be a very gratifying ceremony to all witnesses who had even the faintest feeling of interest in the welfare and prosperity of the recipients. The giving of these simple rolls told of a past of diligent application and meritorious endeavor, and prophesied a future of happy usefulness and well-earned reward. No pupil could receive one of these testimonials who had not gone through the regular school course and attained a certain degree of excellence by faithful and thorough work at his lessons and in his calling. Besides being valuable as a record of past exertions and distinction in the school, the diploma is also of importance to the deserving and active graduate as a promise of a prosperous future. The diplomas were given out by the Rev. Dr. Peabody of our board, accompanied by a few well-chosen remarks, and were received by the young people with very evident emotion, in which the audience keenly sympathized.

Finances.

The report of the treasurer, Mr. P. T. Jackson, accompanied by a detailed statement of his cash account, is herewith submitted, and shows the finances of the institution to have been wisely and judiciously administered.

The amount of money received from all sources during the past year, as well as that of the disbursements made for all purposes, may be briefly set forth as follows: —

Cash on hand Oct. 1, 1879 . .	$579 21	
Total receipts during the year .	94,139 58	
		$94,718 79
Total expenditures		92,491 36
Cash balance in the treasury		$2,227 43

This result has been obtained only by the exercise in every department of the most rigid economy consistent with the proper administration of the affairs of the institution, and with the efficient training of the pupils, and the comfort and welfare of the household.

To aid in a more complete and minute examination of the financial concerns of the establishment, the report of the treasurer is accompanied by an analysis of the steward's accounts, which gives specific information in regard to the principal articles consumed, their quantity, and the aggregate price paid for each.

The director makes provision for all the wants of the institution, and is responsible for the prudent and judicious expenditure of its funds; but his accounts are scrutinized and audited monthly by a committee especially appointed by our board for this purpose, and the treasurer pays no money except upon their order.

It is our pleasant duty to allude in this connection to the continued zeal, care, and fidelity, with which the auditors, Messrs. R. E. Apthorp and S. G. Snelling, have discharged their duty. They have certified that the accounts have been properly and correctly kept, and that all items of expense have been authenticated by vouchers.

The books are open to your scrutiny, and we earnestly invite you to satisfy yourselves, by actual examination, that the funds of the institution have been applied with sound judgment and unwavering integrity.

Mr. Endicott's Resignation.

The trustees cannot close this part of their report without expressing their deep regret at the necessity which has compelled Mr. Henry Endicott to resign the office of treasurer. For twelve years his name and that of his elder brother, Mr. William Endicott, jun., have stood forth prominently among the kindest and most disinterested friends of the blind. Their efforts for the prosperity of the establishment were unremitting, and their generosity unceasing. An intimate knowledge of their benevolence and their devotion to the welfare of the school enables us to concur heartily in the well-chosen expressions of the following vote, which was unanimously passed by you at a special meeting held for the purpose of acting upon the treasurer's resignation:—

"*Voted*, that the warm thanks of the corporation be hereby tendered to Mr. Henry Endicott for the ability, disinterestedness, and courtesy, with which he has discharged his duties, and for his efficient and faithful services, which merit the highest praise and the expression of the deepest obligation from all friends of the institution."

To the present treasurer, Mr. P. T. Jackson, and to his brother, Mr. Edward Jackson, who succeeded Mr. Endicott, but who was obliged, after a brief period of service, to tender his resignation in order to go abroad,

we are greatly indebted for the diligence and promptness with which they have performed their duties.

Repairs and Improvements.

The work of repairs and improvements inaugurated several years since, and carried on with more or less rapidity, is still far from complete. Yet an important step towards this end has been made during the summer vacation, in addition to the renovations effected in several parts of the establishment.

The erection of a new building in the girls' department is the most prominent improvement made during the year. This edifice is forty-nine feet long and twenty-five feet wide, and consists of four stories with a good basement, the windows of which are above ground. The first and second flights, together with the basement, when entirely finished, will furnish ample space for school, music, sewing, and knitting rooms, while the whole of the third story will be occupied by a library, which will be provided with cases for books, minerals, specimens of natural history, models, and educational appliances of various kinds. This building is connected with the girls' schoolhouse by a covered but well-lighted bridge, and with the cottages by an underground passage. It has been carefully planned in all its details by the skilful manager of our printing-office, Mr. Dennis A. Reardon, — of whose ingenuity we had occasion to speak in our last annual report, — and it is admirably adapted for our purpose.

An underground arch has been built between the cottages, through which the steam-pipes are carried from one block of houses to the other under such protection

as to prevent even the smallest waste of heat in the future. This tunnel is high enough to form a convenient underground passage.

In the main building the work of renovation, to which an impetus was given some time ago, has been carried some steps forward during the past year. One of the dining-rooms, the small boys' sitting-room, and three of the schoolrooms have been thoroughly repaired and put in good order. The walls and ceilings have been painted, the old pine sheathing has been replaced in hard-wood, the heating apparatus improved, the ventilation increased, and various conveniences for keeping things in their proper places have been provided wherever needed.

Several other alterations and improvements of a minor character, supplying urgent wants and calculated to preserve the buildings and to promote the welfare of the household, have been made during the past year; but the limited means placed at our disposition have compelled us to restrict our operations in this direction to a small area. The necessity for continuing the process of renovation in the interior of the main building as rapidly as may be is evidently pressing; for the effects of time and rough usage are very obvious, not only in the corridors and the most frequented rooms, but everywhere. Both safety and economy demand that the loose plastering, the rotten wood-work, the worn floors, the decayed window-frames, the soiled wall-paper, the shaky sashes, and the impaired painting should be replaced, or repaired and made sound, and the sooner this is done, the better. It is our intention to push on the work of reconstruction as fast as we

can; but, as our means are not sufficient to meet the ever increasing wants of the establishment, we must depend upon the friends of the blind for assistance.

Printing Department.

The great book of nature, with its myriad pages of beauty, its endless variety of scenery, and its ever-changing aspects of sea and sky, is constantly open to the seeing. The achievements of art can be enjoyed by them at all times and seasons, and literature gives them daily something new and fair to feast upon. How different is the lot of the blind, and how few are the privileges of this sort which they enjoy! Yet even for these children of misfortune a brighter day is dawning, and literature, which is, next to music, their greatest solace, holds out to them its consolations and its joys. Music has indeed usually been considered to be the great delight and specialty of the blind; but it is the belief of those who are familiar with their tastes, that, besides their world-wide acknowledged devotion to and appreciation of this art, they are likewise among the most ardent worshippers at the shrine of literature. Enter a room where some seeing person is reading aloud to the blind, and note the intense interest with which the older members of the group hang on the lips of the reader, how they drink in his every word! This is their compensation for all the beautiful things which others enjoy and from which they are cut off. A seeing person may well imbibe the love of study, if he have it not by nature, from intercourse with the blind. It often happens that the seeing youth glances about the room while an important work is being read. He

grows restless, thinks he can peruse it as well himself at another time (which often never comes), jerks his chair, looks out of the window, and finally asks to be excused. His blind friend sits in an attitude of intense enjoyment and appreciation, draws a long breath when the reading is over, as if it had been almost too good, treasures up all the historic facts or philosophic truths in the storehouse of his memory, and leaves the room enlightened and enriched. Those golden hours are treasures which he never forgets to count over with pride and pleasure. The mention of the title of each well-prized book brings a smile to his face. He has "*lived through*" literature, not dreamed over it.

How more than happy, then, is he, when it offers itself to the tips of his own fingers, when he need look to no seeing person to step in as an interpreter between his author and himself! This is the work to which the most earnest energies of the friends of the blind should now be directed; namely, the foundation of a choice library of embossed books for their personal use. The noble thoughts of great minds were never meant to be shut off from those who are bereft of sight. Nay, how gratifying must it be to an author to see that his works have been laid open for their use! It is as if they had been translated into another language, so difficult is the process which has to be gone through before the "open sesame" can be pronounced. But the results thus far attained amply counterbalance the obstacles which have been encountered, and bid us to carry forward the enterprise of embossing books and constructing tangible apparatus, which was commenced in Boston forty-nine years ago.

This beneficent undertaking was the offspring of pure benevolence. It was adopted and improved by the fertile mind of Dr. Howe, cherished in its infancy by his warm enthusiasm and indomitable energy, and brought to maturity by the liberal contributions of some of the most distinguished members of our community. Works of various kinds have been published either by subscription or at the expense of generous and noble individuals; but these, compared with the riches of the realm of literature enjoyed by those who are blessed with sight, are but as a few crumbs, insufficient to satisfy the intellectual hunger of the blind. More are absolutely needed.

New Books and Donations.

During the past year the work of our printing-office has been carried on vigorously, and several new volumes have been added to the list of our publications.

We have reprinted from our own fund those admirable books for children, which the superintendent of the public schools and our own president, Dr. Eliot, and Mr. Henry Cabot Lodge, have given to the juvenile world; namely, "Six Stories from the Arabian Nights" and "Twelve Popular Tales." The munificence of one of the kindest friends and noblest benefactors of the blind, at whose expense Higginson's "Young Folks' History of the United States" was embossed and electrotyped last year, and whose modesty withholds his name from the public ken, has enabled us to prosecute the publication of the manuals of ancient and mediæval history without interruption. The Rev. Photius Fisk of the United-States Navy, a native of Greece and well

known for various philanthropic deeds, has made a generous donation for embossing the history of his fatherland, which was accompanied by the following correspondence: —

BOSTON, Feb. 24, 1880.

Friend Anagnos, — I send you herewith the sum of five hundred dollars in gold to be used by the Perkins Institution and Massachusetts School for the Blind in the publication of an edition of the history of Greece, which I understand is much needed. Hoping that such publication will be of great service to all who are so unfortunate as to be deprived of the inestimable gift of sight, I am, very truly, &c.,

PHOTIUS FISK,
U. S. Navy.

SOUTH BOSTON, Feb. 25, 1880.

My dear Mr. Fisk, — I know not how to thank you for this renewed proof of your goodness toward our school. Your munificent present was duly received, and, I assure you, it moved me deeply. Of all the monuments which you have been erecting, and the generous acts which you are incessantly performing, this is undoubtedly the most enduring and most beneficent; for it adds oil to the lamp which lightens the intellectual horizon of a large class of our fellow-men, and serves as a beacon to lead them to the shore of knowledge, independence, and happiness. There is no calculating the good which it will do to our sightless children. May you, my dear friend, be rewarded for your noble kindness and generosity, and may your example be followed by those who have the stewardship of riches.

I shall have the greatest pleasure in carrying out your most benevolent plan. Your name will stand with those of Peter C. Brooks, John C. Gray, Samuel May, John Preston, Amos A. Lawrence, Charles Dickens, Thomas Roche, and others of our most prized benefactors, whose generosity has aided Dr. Howe in opening the realm of literature to the blind.

Believe me, my dear Mr. Fisk, with the kindest regards and heartfelt thanks, faithfully yours,

M. ANAGNOS.

Another kind friend of the blind, Mrs. Julia B. Paine, has contributed one hundred dollars towards the expense of the juvenile series; and Mr. Henry B. Rogers, whose beneficent acts are numerous in our community, has added one thousand dollars to the permanent fund of our printing-office.

Through these and many other generous gifts previously made, new paths of knowledge and happiness have been opened to the blind. Hundreds of them have felt in their solitude and darkness how cheering and useful is intellectual light. But what they have already received is not enough. They ask for more. Shall their call be heeded? May we not hope that the voice of the same benevolence which has inspired the hearts of so many noble men and women with a desire to ameliorate the lot of those whose night endures from the cradle to the grave will whisper to others of high aim and purpose, "Go ye and do likewise"?

Improvements in the Printing Department.

Our printing-office has recently undergone thorough renovation in every direction, and its working capacities have been greatly increased. It has been supplied with new machinery, types, cases, appliances, fixtures, and conveniencies of the most approved kind, and put in an excellent condition to do good and steady service. Of the improvements introduced since the reconstruction of this department, the two most important deserve a brief mention here: —

First, the completion of the "Howe Memorial Press" and its work.

Second, the contrivance of a mode of electrotyping specially adapted for our purpose.

I. Howe Memorial Press. — It has been found necessary to make some alterations and improvements in this press since its completion. It is now perfect in every particular, and the following cut gives a correct idea of its form and style: —

The above illustration shows clearly that the press is compact in form, and very simple in construction. It is of the type known as the platen press, as distinguished from the cylinder one. Solidity and strength are its main characteristics. Although it resembles ordinary machines of a similar pattern in some respects, it differs from them very essentially in others. The bed is raised and lowered vertically by a toggle joint, which is impelled directly by a connecting-rod two and one half inches in diameter, and not

by the action of a cam and gooseneck, as in the Adams Printing-Press. The complication of parts in the old-style platen presses has been entirely avoided in ours, and, by some very ingenious mechanical devices planned by the manager of our printing-office, Mr. Dennis A. Reardon, and designed and executed by the manufacturer, Mr. Francis Meisel, valuable improvements have been introduced. The masterly arrangement for automatic feed and delivery is not the least among these improvements. The press is sound in mechanism, and complete in all its appointments. It embosses eight hundred leaves per hour, and its work is so superior in point of legibility, height of relief, and evenness of impression, to any thus far produced, that it receives the cordial approbation and unreserved commendation of all who are familiar with the subject. The venerable and esteemed principal of the Pennsylvania institution for the blind, Mr. William Chapin, — than whom there is no better judge in the matter of embossing books, — having examined a few pages of our new print, writes as follows: "The specimen sent me of the work of the Howe Memorial Press is certainly as near perfection as any relief work can be. It is beautiful." The accomplished principal of the Ontario institution for the blind, Mr. J. Howard Hunter, a thorough scholar and an unbiassed critic, states the results of his observations in the following words: "The authors selected are exceedingly well chosen, the selections manifestly showing a thorough consideration of the requirements of the blind; and as to the paper, typography, and mechanical execution, it is difficult to see how they can possibly be surpassed.

The typography is extraordinarily fine, the relief being brought up to a very unusual fulness and height: the words fairly *leap off* the book." Mr. Morrison Heady, the deaf and blind author and inventor, and a constant reader of embossed books of various kinds, speaks thus: "Your print is indeed beautiful, the relief being wonderfully clear-cut, uniform, and sustained; and I believe that the letters are as distinctly legible to the touch as the Roman alphabet, so closely imitated, is capable of being made." The superintendent of the Louisiana institution for the blind, Mr. P. Lane, who is also an expert in raised print, writes as follows: "The typography of the history of the celebrated diamonds is excellent. The distinctness of relief and firmness of surface present all the conditions of easy legibility. . . . The print is as nearly perfect as relief print can be." Mrs. A. D. Lord of the New-York State institution, who has for many years been especially successful in teaching blind persons of all ages to read, says that one of her pupils, on taking up one of our recent publications, remarked, "It rests me to read this print after my fingers have grown tired with other books." The principal of the Minnesota institution for the blind, Professor J. J. Dow, — under whose able management the young school is doing excellent work, and is rapidly advancing to the front ranks among establishments of this kind, — writes as follows: "I am highly pleased with the appearance of the books ordered of you, and feel constrained to say that we have never received a more valuable addition to our raised-print library, both as regards the intrinsic worth

of the matter selected for publication, and the manner in which the work is done."

These, and several other testimonials of a similar nature, given by competent judges, show how perfect is the work of the Howe Memorial Press, and how superior in more points than one are the books issued by it.

II. Electrotype Plates. — An important step has been made during the past year toward the solution of one of the most difficult problems in the work of embossing books for the blind. We refer to the process of stereotyping.

The ordinary modes of casting metal plates either by the clay or by the *papier-maché* process have been tried in succession, and proved very unsatisfactory. Several of our early publications have been stereotyped by the former method at considerable expense. The plates produced by either of these two processes, as well as those procured by means of thin brass foil embossed from them by strong pressure, and filled in on the back with cement, have been, and in the nature of things must always be, defective. They can never give an absolutely uniform and perfect impression. The lines of the letters embossed from plates made by these processes are either thinner or thicker than those of the types from which they are taken, and are generally uneven.

During the past few years the common method of electrotyping has been employed in our printing-office to great advantage, and the permanence of some of our recent publications has been secured by these means; but even the electrotype plates, although far superior to those produced by any other method, were far from

being perfect in every particular. In most of them there was a want of evenness and exactness of outline, and a lack of uniformity in relief, which was especially noticeable in the embossed work of such a powerful press as ours. Through the ingenuity and persistent endeavors of the manager of our printing department, an improvement on the process of electrotyping has been devised, by means of which an exact copy of the faces and shoulders of the types can be transferred to a copper shell, while the cost is reduced to the lowest possible point. This process is very simple. A wax matrix is procured from the type form by means of a very powerful press. The mould thus obtained is coated with plumbago in order to form a metallic continuity for the passage of the electric current, and is placed in a tank. A battery is then applied which causes the uniform deposit of copper on the surface of the wax matrix. Thus a shell is made, which, when it has attained the required thickness, is removed from the mould. The lines of this shell are filled on the reverse side with melted tin, which is rubbed down to a true surface, and which renders them perfectly solid. Plates of absolute uniformity, and of a thickness of about one thirty-second of an inch, are thus finished, and made ready for the press. These plates have been used in our printing-office with entire satisfaction. The impression obtained from them is well nigh perfect. A number of pages of the histories of Greece and Rome and of the Popular Tales were embossed from them; and no one could perceive any difference between these pages and those printed from the type forms themselves.

In addition to the above-named improvements, a num-

ber of others of a minor character have been made in the printing department of this institution during the past year. Two smaller presses, one for taking proof and embossing writing-cards, and the other for ink print, have been procured. All possible measures have been taken to improve the quality of embossed publications, and great efforts have been made to increase their number while reducing their cost. The paper which we use is made expressly for us from selected materials and with an uncommonly strong fibre, and no pains have been spared to have our books not only neatly but substantially bound.

Thus our printing-office is complete in all its appointments, and well equipped with the necessary appliances for carrying on its work on a broad scale steadily and vigorously. All that is now needed to promote its usefulness and make it what it ought to be — a perennial source of blessing to the blind — is a permanent fund, the income of which should be sufficient to defray its expenses. Doubtless there are many benevolent persons in our community who, if they understood the workings of this grand enterprise, would be willing to contribute to its success from their abundance. To them, and to all generous people whose hearts can be touched by the magnitude of the calamity of blindness and the needs of its victims, we appeal, and beg them to consider the claims of those members of the human family who cannot feast, as they do, at the broad table of universal literature, but to whose touch a few of its choicest morsels may be adapted if the means are given to us. A select library for their use is truly a great monument to benevolence and humanity; and we can-

not but hope that some one will undertake to erect it in the near future.

Work Department for Adults.

This department continues to be conducted on the system adopted many years ago, and the general principles of its administration do not differ in any essential point from those which govern ordinary business establishments.

During the past twelve months, the receipts of the workshop from all sources have amounted to $13,943.07, being more by $1,571.83 than those of the previous year.

The expenses for all purposes have been $15,163.21.

Thus the balance against the department is $990.03, whereas the sum of $1,890.47 was paid out of the treasury of the institution the previous year.

The number of blind persons employed in this department was nineteen, and the amount paid in cash to them as wages for their work was $3,186.72, or $50.41 more than in 1879.

This *résumé* of the accounts of the workshop tells its story plainly. It shows clearly that there is nothing in the present condition and prospects of the institution which calls more emphatically for immediate consideration and definite action than the financial state of this department. Nor can temporary relief afford by any means adequate remedy. It is a necessity of the highest importance that something should be done without delay to protect the treasury of the establishment from this constant and almost chronic drain.

As we have repeatedly stated in our annual reports,

the workshop for adults has been a blessing to blind persons, and its preservation is a great boon to many of them. It has supplied them with remunerative occupation, and thus rescued them from the grasp of poverty and the degradation of the almshouse. It has smoothed the pathway of life to those on whom the hand of affliction pressed heavily, and has enabled them to secure for themselves, by industry and diligence, the comforts of home and the inestimable enjoyments of domestic happiness. When, therefore, we reflect upon facts so vital and so pregnant with the whole future of a large number of blind persons, we must patiently but persistently present the case to our fellow-citizens, upon whose generosity and liberal patronage the very existence of this department rests, before having recourse to the extreme measure of discontinuing it.

We need hardly say that there will be no want of effort on our part to continue to uphold the industrial department for adults and cultivate this special field of beneficence in the future as we have done in the past. But we beg to report that, in order to be able to do so, our hands must be strengthened by an endowment, — the income of which shall be sufficient to pay the rent and all the necessary expenses of the salesrooms, — as well as by an increase of patronage. Our rules, arrangements, and supplies of stock are such as to facilitate the prompt and faithful execution of all orders left at the office, No. 37 Avon street, for new mattresses, pillows, bolsters, comforters, and feather beds; for dressing, cleansing, and making over old ones; for repairing and re-upholstering all kinds of parlor furniture; for re-seating cane-bottomed chairs; for tuning and repair-

ing piano-fortes; for supplying churches and vessels with cushions; for brooms, brushes, door-mats, and the like. We solicit orders for all these on a strictly business footing. The articles manufactured are warranted to be of the best materials and faithfully made up.

Pains are taken by fidelity in the work and by all other means to render our industrial department one of the best and most reliable concerns of its kind in the city. We invoke for it the patronage and the serious consideration of all men and women who are truly interested in benevolent and philanthropic objects.

Retrospective View of the Work of the School.

Before bringing this, the forty-ninth in our series of public reports, to a close, we cannot forbear indulging in a few remarks of a retrospective character.

It is now almost half a century since the attention of a small band of benevolent citizens of Boston, given for the first time on this continent to the consideration of the condition of the blind, resulted in the foundation of this institution. It is just fifty years since Dr. Howe, at the suggestion of Dr. John D. Fisher, entered upon this enterprise, and sailed for Europe for the purpose of visiting establishments of a similar kind already in operation there, examining the methods of instruction therein employed, engaging the services of competent teachers, and procuring specimens of embossed books and tangible apparatus. Two generations have nearly passed away since the school entered upon its career of usefulness, and not one of its original projectors and benefactors, who reared the foundations carefully in its infancy and worked so assiduously for its maturity and success, is now living.

In looking back at that period, and comparing the present social and moral status and the prospects of the blind with what they then were, we cannot but see that a great work has been accomplished.

Since the foundation of our school the mind of the country has become so convinced of the justice and benevolence of the cause, that at least twenty-nine institutions have been established in different states, devoted to this special field of human culture. About two thousand children are at this moment pupils of these schools, and about six thousand have already gone forth from them, having received instruction in various branches, intellectual, artistic, and mechanical. It is very encouraging to note how large a number of these graduates have been able to fight the battle of life successfully, and have been not only useful but happy men. It is gratifying to know that in most cases education has so formed their principles and regulated their conduct, that, as they have mingled in society and engaged in business occupations, they have established a character for honor and integrity, and have obtained positions of trust and profit, from which they must otherwise have been excluded.

These facts are indeed remarkable, and ought to bear with them much satisfaction and hopefulness. But the advancement hitherto effected should be regarded as merely a prelude to that which is to come. Half a century is not a long period in the history of such a movement as this, and the art of educating the blind and awakening in them individual force and creative ability is still to be considered as comparatively recent. The torch of science is now, moreover, sending forth

such a clear and constant flame, and throwing such abundance of light into every department of human thought, that what seemed to be excellent ten or twenty years ago may prove very incomplete and deficient if seen by its rays. Thus it is necessary for us to advance our standard continually in order to keep pace with the times, and carry the enterprise forward with ever-new vigor and energy, stimulated, by the success of the past, to greater achievements in the future.

General Remarks.

In taking leave of the members of the corporation, we are happy to state that the affairs and interests of the institution have been so managed as to receive our approbation, and that its usefulness and importance are growing from year to year. From comparatively small beginnings the establishment has become an educational agency of great power and influence, constituting as it does an important link in the chain of our public schools, and co-operating with them in the fair distribution of knowledge among all classes of children.

It is to the credit of our community and to the honor of the state, that the institution stands to-day in the front rank of establishments of its kind as far as regards the completeness of its appointments, the breadth of its purpose, the comprehensiveness of its objects, the liberality of its policy, and the efficiency of its methods of instruction and training.

It is very gratifying to our board to be able to bear witness to the ability, zeal, and fidelity of the teachers and officers upon whom devolve the labor

and responsibility of carrying on the work of the institution in its various departments.

The trustees again extend a cordial invitation to the members of the corporation and to those of the executive of the commonwealth and of the legislature, as well as to the chief magistrates and other officials of all the New-England States, to visit the school as often as they can, and to see for themselves the condition of the household, the progress of the pupils, and the benefits which they are deriving from the public aid afforded to them.

Commending the institution and all the interests of the blind to the representatives of the people, upon whose fairness and sense of justice the majority of our pupils depend for their education, to the benevolent, the intelligent, the wise and good everywhere, from many of whom we continually receive indications of sympathy and friendly approbation in our work, we close this report.

All which is respectfully submitted by

ROBERT E. APTHORP,
JOHN S. DWIGHT,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
HENRY LEE HIGGINSON,
JAMES H. MEANS,
ANDREW P. PEABODY,
EDWARD N. PERKINS,
JOSIAH QUINCY,
SAMUEL G. SNELLING,
JAMES STURGIS,
GEORGE W. WALES,

Trustees.

SOUTH BOSTON, Oct. 13, 1880.

At the annual meeting of the corporation, summoned according to the by-laws, and held this day at the institution, the foregoing was accepted, and ordered to be printed, together with the reports of the director and treasurer and the usual accompanying documents; and the officers for the ensuing year were elected.

M. ANAGNOS, *Secretary.*

THE REPORT OF THE DIRECTOR.

To the Board of Trustees.

Gentlemen, — I have the honor to submit to your consideration the customary annual report on the workings of the institution and the management of its internal affairs.

It is a pleasure to review the history of such an auspicious year as the last has been, and to place its work on record; to note the progress that has been effected; to commend to your attention certain measures, the adoption of which would, in my judgment, tend to advance the interests and promote the welfare of the school; and to present such thoughts and suggestions on the education of the blind in general as come within the scope of a document of this kind.

No interruption or disturbance has occurred to interfere with the usual quiet course of things, and the year has not been marked by any uncommon events.

The various departments of the institution have been conducted with ability and discretion, and the labors of the year have been productive of very satisfactory results.

The teachers and officers have been faithful in the performance of their duties, and have done all in their power to improve the minds and elevate the character of those placed under their charge.

Good order has prevailed at all times; and the pupils have, as a general rule, responded with cheerfulness, and in a manly spirit, to the requirements of those in authority, and have shown a real interest in their work.

I may safely state here that the institution never stood higher in these respects than at present.

The ordinary means and methods of intellectual, moral, musical, and technical instruction and training, have been steadily pursued with such improvements, modifications, and additions, as experience has suggested and progress has seemed to require.

A judicious division of the time into the hours of study, practice on musical instruments, handicraft, exercise, and rest, has been made as heretofore; and its legitimate results may be easily seen in the happiness and contentment of the scholars, as well as in their healthy appearance, and their advancement in their studies.

The aims and purposes of the school have been constantly kept in view; and pains have been taken to enlarge our collections of specimens and appliances adapted to the sense of touch, and to procure such facilities as would contribute to the thorough training of the pupils.

All the systematic arrangements pertaining to the internal economy of the establishment which have heretofore proved satisfactory have not only been preserved, but improved more or less, so as to secure thorough efficiency in the management of the various details of the household, and regularity in the movements of the domestic machinery.

The general interest which the community has always

shown in all questions relating to the education and welfare of the blind has been fully sustained during the past year, and the principles and policy which were inculcated at the commencement of the institution by its great founder are bearing abundant fruit.

Number of Inmates.

The total number of blind persons connected with the various departments of the institution at the beginning of the past year, as teachers, pupils, employés, and work men and women, was 162. There have since been admitted 17; 23 have been discharged, making the present total number 156. Of these, 137 are in the school proper, and 19 in the workshop for adults.

The first class includes 125 boys and girls enrolled as pupils, 8 teachers, and 4 domestics. Of the pupils there are now 57 boys and 47 girls in attendance, 13 of the former and 8 of the latter being absent on account of physical disability, or from other causes.

The second class comprises 16 men and 3 women, employed in the industrial department for adults.

Of the 156 blind persons connected with the institution 151 belong to New England, and 5 have come to us from the West and South, — one from each of the states of Minnesota, Michigan, New York, Ohio, and Tennessee. A sixth, belonging to Indiana, is about to be admitted. Some of these young men have already passed through the course of study pursued at the several institutions of their respective states, and have graduated from them. They have come to Boston for the purpose of pursuing their musical education further, and of acquiring the art of tuning piano-fortes, both theoretically and practically.

Graduates and their General Success.

Six of those whose connection with the institution terminated at the end of the last school session were regular graduates, having gone through the entire course of study and training given here, and receiving diplomas at the close of the term. They have all labored faithfully and assiduously to qualify themselves for a career of activity and usefulness, and are all well fitted to enter the arena of practical life, and to become self-supporting.

I may add, in this connection, that we continue to receive interesting and favorable accounts from a large number of our graduates, who are succeeding remarkably well in obtaining a comfortable living, and are respected as useful citizens. Many of these have had great obstacles to overcome at the outset, and all of them have had to fight their way, more or less, through the clouds of incredulity and common prejudice as to their ability and skill to pursue any of the liberal professions, or to work at any of the mechanic arts. But, by diligent application and exemplary conduct, they have conquered all difficulties, and have not only taken their places in the ranks of society, but have, in some instances, even gained a certain degree of distinction.

Sanitary Condition.

The general health of the household throughout the year has been excellent. No epidemic of any kind has prevailed, and no case of death or of serious illness has occurred. This is the more extraordinary when we recollect the natural physical debility of the pupils, and their low stamina.

In a large number of cases blindness is caused by some severe illness in early life, which often leaves an indelible impression on the constitution, and renders it more liable to the attacks of disease ever after. In another class of those who come under our care, the extinction of sight is simply a visible symptom of some latent organic disorder; and in still another, which is quite numerous, dimness of vision is produced by what is called, in general terms, scrofula. This disease is usually hereditary, or, when not so, results from want of proper regard to diet, exercise, and habits of personal cleanliness during the early years of childhood. If left unchecked, it undermines the constitution, wastes its vitality, and leads to consumption and other fatal disorders. The fact is, that either from the same causes which bring about the loss of sight, or in consequence of the effects of this misfortune, and the habits which it superinduces upon its victims, there are but very few among the blind who may be considered as typical specimens of perfect health. I am aware that this is a very serious statement, but it is as true as it is grave.

The healthfulness of the mental life and activity of our pupils depends solely upon the soundness of their material organism; that is, the physical condition which secures the uniform and regular performance of all the functions of the body arising from the harmonious action of every one of its parts. Hence all possible means are taken in our institution for the improvement and conservation of the health of the household, and no object is considered of greater importance than that of carefully and wisely guarding against any and all influences that would impair or endanger it. Our sanitary arrange-

ments and hygienic regulations are most cautiously made; cleanliness and regular habits of life are strictly enforced upon all, and special attention is paid to the preparation, quality, quantity, and variety of food, which is one of the fundamental agencies in the promotion of physical well-being, since from it is obtained the material necessary for the growth of the body, and for the supply of the waste occasioned by muscular and mental action. It should be remarked, however, that in all changes of diet the real, and not the imaginary, wants of the pupils are consulted. For it is often the case that a false demand is created by injudicious supplies, which becomes imperious in after life.

Objects and Scope of the Education of the Blind.

The subject of education is one which has occupied many of the greatest minds from the remotest times down to the present day. Philosophers and writers have earnestly discussed and variously defined it. "I call that education," says Fellenberg, "which embraces the culture of the whole man with all his faculties, subjecting his senses, his understanding, and his passions, to reason and to conscience." According to Dugald Stewart, "To educate is to cultivate the principles of man's nature, both speculative and active, in such a manner as to bring them to the greatest perfection of which they are susceptible." Richter observes that "education should bring to light the ideal of the individual." Horace Mann remarks that, "it is to inspire truth as the supreme good, and to clarify the vision of the intellect to discern it;" and Herbert Spencer sums up its functions as teaching us "in what way to treat

the body, in what way to treat the mind, in what way to behave as a citizen, in what way to utilize all those sources of happiness which nature supplies, how to use our faculties to the greatest advantage of ourselves and others, how to live completely."

But, be the definitions of writers what they may, and let their opinions on the subject differ as widely as they can, the end and aim of education is now clearly understood as being to promote and guide the harmonious and normal growth of children, to unfold all their faculties and powers systematically and symmetrically, to impart to them the greatest possible capacity of thought and action, and to make of them complete human beings, endowed with a healthy and beautiful physical formation, with broad and enlightened minds, and with dignified and firm sentiments. In other words, its object is to give humanity its fullest expansion, its most perfect development.

Education begins almost spontaneously in the earliest stages of childhood with a mother's glance; with a father's nod of approbation or sign of reproof; a sister's gentle pressure of the hand; an elder brother's generous attention; a handful of flowers gathered in the green meadows; the thoughts directed in sweet and kindly tones and words to nature and beauty, to goodness and truth. This is all well and good as far as it goes, but it is not all sufficient. Something more is required; and this is a system of training so well organized and so completely arranged as to nurture and bring to the highest maturity the intelligence and the moral nature in children; to foster budding capacities for good, and even for what is great and noble in charac-

ter; to endow them with free and full use of all their powers, and make them natural, modest, frank, and real; and, finally, to give a sufficient scope for the development of those activities which, in their combination, constitute life.

Such are, in brief, the ends and aims of education, and such the requirements for their accomplishment. But, while its general principles and essential laws are equally applicable to both seeing and blind youth, the means and methods, as well as the mechanical appliances and apparatus employed in the training of the latter, compared with those used in the ordinary educational systems, must be as much more varied and comprehensive as the peculiarities and obstacles are greater in the one case than in the other.

In the case of ordinary children all the natural channels of communication between the mind and the external world are open. Sensation is a law of their being; perception is the next direct step from it; and then recognition, conception, memory, comparison, ratiocination, judgment, and imagination, as naturally follow. Educated by these simple intellectual operations, their attention naturally turns inward, and, with the exercise of consciousness, children become capable of comprehending the laws and principles of their own minds. The will undergoes a simultaneous development through the reciprocating influences of intelligence and volition.

In the case of the blind, one of the broadest and most important avenues of sense, through which at least one-third of the nervous impressions necessary for sensation and consciousness pass to the sensorium, is entirely closed. This obstruction between the mind

and the outer world, aside from undermining the vitality of the physical organization, acts as a disturbing force in the order of the development of the various intellectual and moral faculties which go to form character, and renders its victims as weak and irresolute in thought and purpose as they are feeble and flabby in fibre. Its effects, as seen in a large number of individuals, are somewhat like those of light coming upon a plant from one side only, and causing it to grow crooked. They constitute a novel phasis of human development, which is surely worth the careful study of scientific men. Owing to their infirmity, the sensations of the blind are, in the natural order of things, imperfect. They awaken indistinct and limited perceptions, and consequently the intellectual processes that follow will be feeble. For the operation of the higher functions of the mind in solving the problems of thought and in arriving at just conclusions depends upon the faithfulness with which the powers of perception have been cultivated, and upon the variety and quality of the materials which these powers have gathered. From insufficient data and incorrect premises no right conclusions can be reached. Such are some of the most striking effects of the obstruction of the visual sense.

In arranging a system for the instruction and training of the blind, special cognizance should be taken of the physical peculiarities and psychological phenomena arising from their infirmity; and efficient means should be employed for reducing its consequences to the minimum, for counteracting its undesirable effects as far as may be, for building up the whole character

of its victims, and for raising them as near as possible to the social and moral standard of the community. Careful attention to the thorough cultivation of the remaining senses is not the least of these means, since it is an undisputed fact, that, by proper training and efficient exercise, they acquire a power which is quite remarkable, and which, although it cannot substitute the specific functions of sight, yet goes far enough to serve as a compensation in the pursuit of knowledge.

The education of the blind, as well as that of all classes of children, is purely an inductive science; and its principles and rules must be based upon a long and careful observation of the manifestations of the mind, presented in its several stages of growth, and must aim at the full development of the powers of its recipients. It was upon this groundwork that the great benefactor of the blind, Dr. Howe, aided by the light of his day, labored through life with marvellous success to rear the structure. But unhappily this interesting science does not seem to keep pace with the march of progress, and, as it now exists in many places, is even little less than empirical. It is founded on no rigid laws gathered from the systematic observation of the physical difficulties and the consideration of the various effects arising from the loss of sight. Nor is its practice sufficiently consistent to deserve the title of an art. This result is owing, not so much to the uncertainties surrounding the subject, as to the lack of scientific training and scholarly attainments in its expounders. I am aware that in making this assertion, even with the kindest intention, I am touch-

ing upon a very sensitive point; but loyalty to truth and justice to the cause itself compel me to forego my personal feelings, and to state candidly that no educational enterprise for the blind can succeed, and no system for their instruction and training can attain perfection and bear ripe fruit, unless those who control it be men of superior talents and learning, able to branch off from the beaten tracks of mere routine work, and follow progress in its higher flights, and unless its importance be so fully recognized by the community at large that the gates of the temples in which the enterprise is enshrined are hermetically closed against the whirlwinds of partisan strife and capricious favoritism, which too often bring with them confusion and desolation.

The success and happiness of the blind lie in the thoroughness of their education, and in the just proportion in which their faculties are developed, their powers increased, and their sentiments refined. The provisions made for their instruction and training, both intellectual and professional, must be so skilfully and wisely administered as to enable them to reap the greatest possible amount of good, to enter the domain of social and industrial activities, to assume the responsibilities and enjoy the privileges of citizenship, and fully to realize the grandeur of the continuity of intellectual tradition, thus taking an active part in all movements concerning human affairs, and toiling cheerfully in the ranks of their fellow-men. As Geoffroy Saint-Hilaire's mental vision was brought to such a point of clearness that the loss of the sense of sight did not prevent him from beholding the future of

zoölogy, so his brethren in misfortune may be raised by earnest and incessant effort to such an intellectual and moral height as to be able to look with the eye of faith and hope beyond the trials which now shroud their lot, and "the struggle for the survival of the fittest," and gaze on the blaze of the great destinies of humanity.

When education is so well organized as to tend to transfer the allegiance of all races and classes of people to the wider interests of culture, freedom, and civilization, and rises to be the handmaid of ethical purpose, then and then only may it worthily take its place beside the grandest products of human development, having as its objects to enrich and beautify the lives of men by tuning them unconsciously into harmony with whatever is noblest in nature and in humanity.

The Various Departments of the Institution.

It is obvious from the above remarks that the first and most fundamental principle in the work of the institution is to unfold the mental faculties and strengthen the bodily powers of its beneficiaries in definite order by regular and constant exercises adapted to the requirements of their case; to train them up in virtuous and industrious habits; to increase, by thorough cultivation, the quickness and accuracy of their remaining senses; and to develop to the utmost extent all their capacities and aptitudes, so that the absence of sight may not be for them a bar to social relationship upon terms of entire equality.

Our system of education is, no doubt, far from being perfect in every detail, or complete in all its appoint-

ments; but it is on the whole sound in principle, practical in its purposes, broad in its views, liberal in its policy, and well adapted to the wants and peculiarities of the class of children for whose special benefit it is intended.

The principal instrumentalities employed for carrying out this system, although they have been repeatedly set forth in former reports, may be again briefly stated as follows: —

First, instruction in such branches of study as constitute the curriculum of our best common schools and academies.

Secondly, lessons and practice in music, both vocal and instrumental.

Thirdly, systematic instruction in the theory and practice of the art of tuning piano-fortes.

Fourthly, training in one or more simple trades, and work at some mechanical or domestic occupation.

Fifthly, regular gymnastic drill under the care of competent teachers, and plenty of exercise in the open air.

Of the working and effects of these instrumentalities during the past year, a full account will be found in the following pages, where each department of the institution is separately reviewed.

Literary Department.

Man is a hunter of truth; this is the definition which Plato gives of him. But the greatest and most luminous star in the firmament of ideal philosophy omits to point out the place where human beings can be thoroughly qualified to follow this pursuit successfully.

In our own days, in addition to a good and sunny home, it would evidently be a well-organized and properly conducted school or academy. Here light breaks out of darkness, revealing the wonders of nature and the accumulated experience of mankind. Here the intellect is awakened from its winter torpor, and rejoices in a new and active life. Here the soil of the mind is carefully cultivated, and enriched with germs which have in them the virtue of perennial growth. Here confidence in the native powers and resources is fostered, and aptitude for invention is stimulated. Finally, here are provided the necessary means for laying the foundations of a refined and correct taste and of a noble character.

How great, then, is the responsibility of planning and organizing a school dedicated to the instruction of youth, and how delicate and difficult the task of carrying out the workings of its mechanism when once established! Even as the best and most perfectly constructed clock needs to be wound up at certain intervals, so would an institution for the training and teaching of children and youth run down, its machinery grow rusty, and its hands point stupidly and obstinately to the wrong time of day, if it were not wound up from time to time.

From the danger of becoming stationary or even retrograde, it has been our constant care to guard the literary department of this institution as thoroughly and conscientiously as might be; and it may safely be said that these efforts have not proved futile.

The progress of the school during the past year has been exceedingly satisfactory, and the amount and value of the work accomplished by both teachers and pupils

may be weighed by the mental growth of the one and the increase in power and ability of the other.

The course of study has been arranged in exact accordance with the needs of each stage of mental development; and, as it now stands, it gives the pupils a fair quota of work without being burdensome or injurious. The branches embraced have been taught in a simple and thorough manner, and knowledge has been imparted in the way which science points out and experience approves.

At the close of the term a public examination was held, which was witnessed by the friends of the scholars and several members of your board, and which, according to the general testimony, would have been very creditable to any educational establishment.

Some of the pupils have needed occasional correction as regards their outward behavior; but more have required to be stimulated to greater energy, and to be cured of listless and inactive habits. Their progress, however, has been on the whole of the solid and lasting kind; in many cases rapid as well as thorough. They have been taught to observe carefully, to understand readily, to reflect accurately and rationally, to express their ideas concisely, and to use their hands skilfully; and have been trained to grow up to be vigorous thinkers, strong reasoners, and independent workers. Consistency and clearness of views, distinctness of statement, coherence of argument, and absence of repetition and tautology, have been persistently required in most of their recitations. In the mean time care has been taken that acquisition should not go beyond the pale of mental discipline, and that the taxation of the intellect

should be kept entirely within the limits of the constitutional capacity and physical endurance of the children.

Whatever has been the success of the school, is mainly due to the zeal and fidelity with which the teachers have discharged their duties, and to their adaptability for their work. They have endeavored to raise the intellectual standard as well as the moral tone of the school, and have met with good success. They study its best interests, and are diligent and conscientious in their labors to advance them. They strive to acquaint themselves with the mental condition, habits, temperament, and capacity of each individual, so as to be able to make the necessary allowances and discriminations. They enforce habits of regularity, punctuality, industry, self-control, and politeness; but they do all this with genuine sympathy, and with a patience that no irritability of temper or dulness of intellect can exhaust. I can truly say that, in, the dealings of all our teachers and pupils, Shakspeare's counsel is often well carried out: —

> "What thou wilt,
> Thou rather shalt enforce it with a smile,
> Than hew to't with thy sword."

Most of our instructors, moreover, manifest a sincere fondness for their work; and this is an invaluable qualification. Where this love of one's work is found, the course of things is like the smooth flowing of a stream sparkling and dancing in the sunlight. But where such love is wanting, many an effort, like a wave driven on the beach by a gale, returns baffled and wasted upon itself.

The same system of instruction which has been described in preceding reports has been pursued during the past year, with such modifications and improvements as the circumstances of particular classes have seemed to demand, or the light of progress to indicate.

Linguistic formulæ, mechanical spelling, dry dates and tables, vague geographical notions, obscure mathematical abstractions, and all that mass of antiquated rubbish which has been palmed off on all schools as educational wealth, has been gradually discarded, and replaced by more rational methods. Instead of rattling off definitions of grammar and parsing like automata, the pupils have been taught to frame sentences and learn practically the structure of language. Instead of repeating glibly the contents of a text-book on history, they have been required to state connectedly and in a simple manner the most prominent events of the past and their causes, and, if possible, to point out the effects which they exercised on human affairs. Instead of shouting out in concert the names of countries, states, capitals, cities, rivers, and mountains, they have been instructed first to examine tangible representations of all parts of the globe, starting from the nearest and most familiar ones, and then to name them, and state briefly what they know about them. Instead of gabbling the rules of arithmetic like parrots, they have been trained to solve new and unexpected problems. Instead of prating forth confused ideas on the external world enveloped in misty verbalism, they have been led to study the rudiments of the natural sciences objectively, and to give a plain account of what they had learned about them. That system of instruction which

combines naturalness with scientific efficacy, grace with vigor, and simplicity with solidity, calls into exercise the most useful faculties of the mind, opens to the pupils vistas of research in the direction of general culture, and exerts a purifying and elevating influence upon their character. In the training of children we must keep constantly in view the creative and productive divinity of nature, which prefigures and determines the future plant in the tenderest germ, shields and protects it carefully, and out of the smallest and simplest develops gradually, step by step, the highest and noblest.

All available means conducing to the cultivation of the habit of analytical observation have been eagerly employed in our school. This faculty is a very important factor in education, and should receive all the attention which can be bestowed upon it. As the young Apollo is represented by one antique sculptor as watching the quick and alert movements of the saurus, and divining from its motions things relating to humanity, so children should be taught to notice or examine every thing in the outer life of the glad and active earth. Much of the force which discovers and originates is due to this faculty. The incident of Archimedes and his bath illustrates strikingly the effects of habitual observation.

In the pursuit of knowledge the pupils are generally inspired with a determination to accomplish whatever they undertake, rather than with a desire to attempt great things. By the time that they reach such a degree of self-confidence as to think it within their power to perform a certain kind of work, they are fully able to do it. They have learned to believe in their own

capacity, to trust themselves, and to rely upon their own resources. As an eminent writer puts it, —

"Possunt quia posse videntur."

Most of the exercises of the school are calculated to train the senses of the pupils, and to enable them to perceive accurately, to form exact ideas, and to express them clearly in simple language. This practice opposes any tendency to exaggeration or to habitual mistakes, gives them access to correct and vital knowledge, and, above all, strengthens the sense and love of truth in every part of life. The latter quality contains in itself a potent charm which bears a man safely through the entanglements of the world. It not only makes him more simple and natural, and less liable to error, but it conduces to his highest intellectual development. Goethe says that the love of truth shows itself in discovering and appreciating what is good wherever it may exist.

The communication of knowledge is generally followed by an awakening of the active powers of the mind; so that the pupils seem as if they were discovering truth rather than learning it. The scholar becomes the potent creator of the study he apprehends. Sir William Hamilton says that "self-activity is the indispensable condition of improvement;" and too much care can never be given to the development of this power. Children often become sick through the evils following upon the constant reception of knowledge in a passive manner, and can only be made healthy by working for its acquisition.

But, while incessant endeavors have been made to

give systematic instruction to the pupils, developing their faculties in definite order, and rendering them obedient to the commands of the central will, pains have also been taken not to compress the cerebral structure, which is the seat of their growth, but to cultivate it, and strengthen it by proper exercise. For upon the soundness and expansion of this marvellous organ much of the success of mental training depends. The broad, large, roomy brain, well balanced and counterpoised, is capable of taking in many ideas, and in weighing, comparing, and inwardly digesting them. The result in the pupil is the ability to form wise conclusions, solid arguments, and generous convictions. A strong intellect, nourished in the convolutions of a healthful brain, and favored with good powers of acquisition, and liberty to grow in free luxuriance, sends its roots into the various soils, and draws from them the constituents of wholesome saps.

On the re-assembling of the school in September, both pupils and teachers entered on their duties with renewed zeal, and the opening of the year seems to be very auspicious.

Object Teaching.

"Novus rerum nascitur ordo."

A marked change has taken place in our day in all the methods, not only of thought, but of instruction. The philosopher turns from the study to the laboratory. The natural sciences are raised to a post of dignity which they have never before held in the learned world. In the schoolroom the perfect cast or statue takes the place of the only half-suggestive wood-cut.

The flat-faced wall-map swells into the highly embossed chart or globe. There is a strong re-action against mere hearsay knowledge, a wish to touch and handle objects of interest, instead of merely reading about and describing them. With this change in the study and the schoolroom, many of the elements of mere routine and red tape have been cast aside. The duties of a teacher are now almost professional, when their present is compared with their past extent. It no longer suffices for the instructor to read his explanations from a book alone. He must give them from his own thoughts, and must therefore be thoroughly prepared for the lesson beforehand. He must also be more or less of a scientist, if he wishes to keep pace with the spirit of the day.

The re-action in favor of objective teaching, which has come in with the tendency towards greater thoroughness in all branches, may no doubt be pushed too far; yet there can be no question that the present movement is one which can be utilized to a very great extent in the instruction and training of the blind.

Many of the appliances and a great part of the apparatus manufactured for ordinary school uses at the present day are of a nature equally well adapted for the instruction and training of our pupils; and the education of the seeing, as it advances, carries that of the blind in its train. The conceptions of the mind on material subjects, unaided by any outward sense, are as vague in those who can see as in the sightless; and the little blind girl who said that a hen had three legs is hardly more an object of pity than the child at the Isle of Shoals who "had never seen a horse, but had once beheld a picture of one."

So prone is the mind to create images, whether true or false, that we often find ourselves surprised or almost shocked, on seeing a new scene or person for the first time, to discover that the reality has dared to differ from the image preconceived in our fancy. The mind of blind persons is equally quick in forming images of this sort, even as we ourselves see quite as lively shapes when our eyes are closed in sleep as at noonday. Even Laura Bridgman exercises this universal human privilege. Her description, given to Professor Hall, of the dream in which she thought she saw God, was very touching and beautiful.

Now comes the wonderful plastic skill of the present era of objective development, and furnishes to the eyes of the seeing and the fingers of the blind the shapes for which they have so long groped in darkness and doubt.

Perfect imitations of the human frame, whole and in parts, life-size and diminished, manikins and dissected models, are made with exquisite fidelity to nature, and can be purchased at comparatively moderate rates considering their really inestimable value. Animals and plants are also brought within the pupils' ken in all their beauty and completeness. The old saying, "Seeing is believing," is powerfully exemplified in the objective teaching of the present day. The taxidermist's art, too, can be called to the teacher's aid; and this has made great strides since what are familiarly called "old times," or that vaguely defined period when every one who is now grown up was a little child. Besides these most interesting guides to the studies of physiology, zoölogy, and botany, the gate of the mineral kingdom

has been thrown much wider open than of old, and imitations of all forms of crystals and precious stones are now given to the market in the greatest possible beauty and perfection.

Armed with these instrumentalities, the teacher of to-day leads his young charges on board a full-rigged ship fairly equipped at all points for the voyage in pursuit of learning, where once he had only a small raft on which to embark with them on the wide ocean of knowledge. If he does not reach far-distant ports, and bring home a rich freight of fact and acquisition, the fault is with him, and not with the material which he has to work with. Indeed, art so vies with nature at the present day, that it might almost seem necessary for the latter to invent new forms, lest her subtle sister exhaust all her treasures, and find nothing more to imitate.

Collection of Tangible Objects.

During the past year the work of increasing our collections of models, specimens, and tangible objects of various kinds, has been carried on persistently, and our shelves have been enriched by many new additions. The most valuable of these consist in a complete set of the Schaufuss anatomical preparations (including birds, fishes, and silkworms), and in a large collection of minerals, rocks, fossils, specimens of woods, dried plants, seeds, stuffed animals, birds, fishes, reptiles, eggs, nests, shells, crustaceans, sponges, corals, star-fishes, crystal imitations of the most celebrated diamonds and of other precious stones, maps in relief of some of the volcanoes, and many other articles of great usefulness. The total number of tangible objects procured during the past

year is not far from seven hundred and fifty, and almost every branch of natural history is represented in them. But, with all these additions, our collections are far from being complete. They are mere nuclei. More are absolutely needed. The changes which have been gradually introduced into our methods of instruction render their increase both in numbers and varieties imperative; and it is earnestly hoped that the friends of the blind will interest themselves in this matter, and give their active co-operation in carrying it out.

A great part of the above-named articles were purchased from Dr. W. L. Schaufuss of Germany; and I heartily avail myself of this opportunity to testify to the reasonableness of his charges, and to the fairness and honesty with which the business of his extensive establishment near Dresden, the Museum of Ludwig Salvator, is conducted.

Library.

A good collection of well-chosen books is an important adjunct to any school. It supplements the course of instruction, and renders valuable assistance in carrying on the work of education successfully. It is a sort of intellectual gymnasium which helps to build up the mental structure. It tends to create a literary atmosphere, and to encourage both teachers and pupils to carry their researches and pursuits for information beyond the limits of the text-books. In short, it really is what the Greeks call it, "a sanatory of the soul," — *ψυχῆς ἰατρεῖον.*

Although the necessity for obtaining various kinds of apparatus was so great as to require immediate attention, the claims of the library have not been overlooked.

On the contrary, they have been promptly attended to, and the facilities for the widest possible diffusion of knowledge among the members of our school have been greatly increased. The total number of volumes in our library is 4,590. Of these, 294 in raised characters and 453 in ordinary print have been procured during the past year. The latter are mostly either books of reference or standard works on history, philosophy, travel, and literature, both English and foreign. All are substantially, and, to a very great extent, uniformly, bound.

As soon as the room appropriated for a library in the new building in the girls' department is finished, the books, as well as the rest of our collections, will be properly arranged, classified, numbered, and catalogued by the librarian, under whose charge they have been placed, and who is held responsible for their careful use and preservation.

KINDERGARTEN.

The system of Froebel, which has worked such widespread benefit in Germany, and is beginning to make its good influence felt in this country also, is in many of its departments admirably suited for the instruction of little blind children. This system may be said to offer the A B C of objective teaching. The industrial features of the plan, the weaving, block-building, and even the embroidery upon cardboard, have been taught to our younger pupils with excellent effect. In fact, the whole system, with the exception of the part relating to colors, has been introduced into our school, and has proved exceedingly beneficial. • Of course the work accomplished has no intrinsic value; but the manual

skill acquired is very considerable, and can be turned to good account in more serious pursuits later. Every thing which tends to strengthen in the minds of blind children the conception of outward forms is of the highest importance to them, and the kindergarten plan contains elements which minister very largely to this necessity. The simple modelling in clay, the rounding of little balls, apples, dumb-bells, and the like, is extremely useful in developing the sense and perception of shape, both in seeing and blind children. The mathematical faculty is quickened by the use and handling of the cubes and other blocks, and the games and exercises afford excellent physical training, besides promoting pleasure and good spirits. In brief, the kindergarten system is a most useful and beneficent factor in the education of children, since it trains the body at the same time that it unfolds the mind, teaching them the use of hand as well as brain, — a feature, the salutary effects of which in after life are universally acknowledged. This system is a great advance, in point of the genuineness of the training which it imparts, even upon object-teaching; since, while the latter strengthens the perceptive faculties, the former fosters also the growth of the creative ones, to which the perceptive are but as servants or harbingers ploughing the mental soil for a future harvest of activity. The introduction of the kindergarten in our primary classes proves to be as important an era in the development and progress of education for the blind as it has in schools for the seeing. It might only be wished that the means could be provided for the establishment of a special department for sightless little children between the ages of

five and nine, who are now either suffering under the rust of neglect in the corner of ill-ventilated kitchens or other comfortless apartments, or living in such isolation from the rest of the world as to not have any opportunity of becoming acquainted with any of their more fortunate little fellow-creatures who can see and move about and play.

Our kindergarten department is indirectly indebted to the generosity of Mrs. Shaw, whose munificence in providing means for spreading the system and making happy hundreds of indigent children has been so widely felt in this community, since the principal teacher, Mrs. E. Bethmann, employed in the South-Boston district by that beneficent lady, has kindly volunteered to assist us in setting the little classes into working order, and to give the necessary directions for their proper training.

Music Department.

"Music, soft charm of heaven and earth!
Whence didst thou borrow thy auspicious birth?
Or art thou of eternal date,
Sire to thyself, thyself as old as fate?" — *Edmund Smith.*

The importance and necessary prominence of music as a prime factor of the education of the blind has too often been dwelt upon in these reports, and is too widely known to need special amplification here. It is to them what Luther called it, "a shield in combat and adversity, a friend and companion in moments of joy, a comforter and refuge in the hours of despondency and solitude." It is their guide to higher regions of thought and activity long after they have ceased to need the kind hand of friendship to lead them along

life's narrow paths. By it they earn not only their bread, but that mental nourishment, the need of which is so much higher than that of mere material sustenance. It is their passport into the realms of art, and the key to noble and beautiful achievements. Nor is this all. Higher than the mere sense of improvement in ourselves, of accomplishment and achievement, is the consciousness of usefulness to others, of being a helping force in this busy world. This gives the widest scope to all the faculties, enabling them to grow and blossom to the fullest and fairest extent, and from this blessing the blind are far from being excluded. Their usefulness as teachers in spreading a thorough knowledge and a love of the study of music is generally acknowledged.

But, in order that they may be able to continue to occupy an area of fertile soil in this field of usefulness, and reap a rich harvest on it, they require something more than mere mechanical attainments, or even acknowledged proficiency in the art of music *per se.* They need an enlightened intellect, a broad purpose, and a strong will. In other words, their professional skill must be accompanied and sustained by a liberal general culture.

The mental discipline which real education insures is of inestimable advantage to those who intend following music as a profession. It gives to them that mental grasp, that grip, that firm hold of a subject, that power of concentration, and that energy of purpose, which are indispensable for success in the domain of art. The man of culture is accustomed to hard thinking, close reasoning, clear definition, and the tracing

out of subtle distinctions. He carries his habits of mind into his work. His music will bear the unmistakable impress of his intellectual training. Unaided genius is powerless, and sinks baffled if it cannot fall back upon those mental qualities which only a thorough education can bring to perfection. The great masters of music were undoubtedly all men of genius; but they were more than this. They were cultured men, trained thinkers, logical reasoners, systematic workers. Their works prove this beyond controversy.

In consideration of these facts, our system of education is so arranged that instruction in music, which is one of its prime constituents, is blended in just proportion with the graces of a thorough mental culture, and with the substantial advantages of a systematic physical training. It is from the harmony of this broad union, and not from the narrowness of any isolated and one-sided attainments, that the blind may confidently expect to derive the means and strength necessary to their career.

The music department of the institution has received, during the past year, all the attention which its importance requires, and its present condition is very creditable to those by whom its work is carried on.

The number of pupils who have enjoyed the advantages of this department during the last twelve months was eighty-two. Of these, seventy received instruction on the piano-forte, thirty-two in harmony, two in counterpoint and composition, five on the organ, four on the flute, five on the clarinet, five on the cornet, thirteen on other brass instruments, fifty-seven belonged to the singing-classes, and thirty-four took lessons in vocal music separately.

An exact record of the standing of each individual case, carefully kept by the teachers, shows the progress of the pupils to have been very satisfactory. Those among them who are endowed with special talent, and who possess such general mental ability as is essential for the attainment of excellence in any art, advance rapidly. But there are some who prove, after a patient and fair trial, utterly devoid of natural aptitude for music. These are required to discontinue their music lessons, and to devote their time out of school-hours to the acquisition of some useful trade, or to some other manual occupation.

Two of the scholars who graduated from the music department at the close of the last term — Joseph R. Lucier of Worcester, and William H. Wade of Lawrence — were specially gifted, and manifested great perseverance and application in the pursuit of their studies. The former, while possessing a fair knowledge of several branches of music, such as the piano-forte, harmony, and singing, takes rank among the best cornet soloists, and will, no doubt, earn a good living by playing and teaching this instrument. The latter has devoted his time principally to the organ and piano-forte. His part in the music of the graduating exercises was the great fugue in G minor by Bach, and number two of Liszt's rhapsodies, both of which were executed with brilliancy and good taste. Ordinarily young men of Wade's attainments would enter upon their professional career, and commence teaching; but he is preparing to go to Germany for the purpose of continuing his studies for several years.

During the past year three new piano-fortes have

been added to our cóllection of musical instruments, and all the old ones have been kept in good working order.

The pupils are generally provided with sufficient means for regular practice, as well as with ample opportunities for a thorough drill in the principles upon which the science of music rests. This is a very essential part of their professional training. The grammar of music affords an invaluable aid in the acquisition of the power of interpreting the master-pieces of art correctly and intelligibly. Mechanical skill kept up by incessant labor is good as far as it goes, but a clear comprehension of the science of music enhances its value incalculably.

Music makes large claims upon its devotees, and no one can succeed in it without patient submission to a discipline which is far from being attractive or entertaining. Most of our pupils show a keen appreciation of the uncommon facilities afforded by the institution for a thorough study of this art, and many among them endeavor by steady application and unflagging industry to turn them to the greatest possible advantage. Praise and honor belong to all who succeed in surmounting the obstacles which they find in the way, and reaching the regions of independence and usefulness; but those who have to scale the height of Helicon with hard labor and measured step deserve more admiration than those who fly to its lofty summits on the wings of natural talent. As Pope expresses it, —

> "Though the same sun, with all-diffusive rays,
> Blush in the rose and in the diamond blaze,
> We prize the stronger effort of his power,
> And justly set the gem above the flower."

But however extensive may be the internal advantages afforded by the institution for the purpose of making thorough musicians and good teachers of those of its beneficiaries who possess the requisite talent and ability, they cannot be entirely complete by themselves. External opportunities for the cultivation and refinement of the musical taste are indispensable. To enable the pupils to become suitably familiar with the larger works of the classical school, and to learn to appreciate and enjoy such noble compositions as Bach's fugues, Händel's oratorios, Haydn's symphonies, Beethoven's sonatas, Chopin's Polonaises, and Liszt's rhapsodies, is not a simple matter, nor is it so easy a task as to be accomplished in the teaching or practising room. Aside from a full development of the musical sensibility and of the intellectual powers, is required that æsthetic culture, which can be derived solely from constant attendance upon concerts and other musical performances, in which the works of the greater and lesser masters are interpreted by eminent artists. Thanks to the officers and members of the best musical societies of Boston, to the proprietors of theatres, the managers of public entertainments, and also to a long chain of eminent musicians in our city, — the names of all of whom will be hereafter mentioned in the list of acknowledgments, — our scholars have continued to be generously permitted to attend the finest concerts, rehearsals, operas, oratorios, and the like, and have also been favored with many brilliant, artistic performances given in our hall. There is often a great deal of latent musical ability in young people, and opportunities like these serve as the touchstone which occasionally brings a hidden talent to the surface.

Tuning Department.

This department continues to perform its important part in the work of training our pupils for their share in the remunerative employments of life; and the uncommon advantages offered here for a thorough study of the art of tuning, both in theory and practice, have not suffered the least relaxation during the past year. On the contrary, pains have been taken to improve them still further, and to render them as efficient as possible, and productive of the highest good to the blind of New England.

Eight pupils have graduated from the tuning department during the past year, and four have been added to the ranks of those who are receiving instruction in it. Most of those whose connection with the school ceased at the close of the last term were well qualified to enter the practical walks of life with hope and courage; for in the thoroughness and efficiency of their training they have the elements, as well as the promise, of good success.

It is very pleasant to be able to report that the work of our tuners has continued to give entire satisfaction to our customers; and the steady increase of patronage which has been extended to them by some of the most intelligent families of Boston and the neighboring towns indicates that the popular prejudice against the ability and skill of the blind to take good care of musical instruments and keep them in excellent working condition is slowly but surely dying away.

That our pupils, receiving such thorough training as they do in this institution, become efficient tuners of

piano-fortes, and that their infirmity is no obstacle whatever to them in the exercise of their profession, has been repeatedly stated in these reports, and can be easily shown by a brief explanation of the nature of their art.

A tuner of piano-fortes has nothing to do with the form, the color, or the carvings of the legs of an instrument. His work is principally and mainly confined to the regulation of the musical tones produced by it. These sounds belong exclusively to the domain of hearing, and not to that of sight, or of any other sense. Tones are the concomitants in the stimulation of those fibres which have their terminals in the cochlea of the ear. They are excited by the regular and periodic vibrations of certain definite frequencies. Some of the fibres vibrate in sympathy with the undulations of slow periods, and others with those of rapid ones. The former produce low, and the latter high, tones. The pitch, therefore, depends upon the particular fibre of the cochlea which has been affected.

It is evident from this brief explanation that it is not mechanics which have full sway, or even play an important part in the art of tuning, but the cultivation of the sense of hearing, coupled with the science of acoustics, — that branch of physics which treats of the nature of sound and the laws of its production and propagation.

Now the blind, in consequence of their infirmity, begin early to concentrate their attention upon the impressions received through the auditory nerves. They constantly employ the ear for various purposes for which seeing persons use the eyes, and they let

it rest only when they are asleep. While in the institution they live and move in an atmosphere which resounds with musical tones. By this incessant exercise their sense of hearing becomes so improved, and acquires such an acuteness and nicety, that the relations of sounds, imperceptible to ordinary listeners, are apparent to them. In addition to this, a thorough study of physics constitutes an integral part of our system of instruction. Hence, all other things being equal, a sightless person, whose power and accuracy in distinguishing the pitch and quality of sounds is truly astonishing, makes a better tuner of piano-fortes than a seeing one.

This assertion does not rest upon mere *a priori* reasoning. It has been clearly demonstrated by an array of facts gathered from the field of experience and practice, and it is firmly sustained by the verdict of distinguished artists and prominent music-teachers, who have had an opportunity of obtaining a personal knowledge of the work of our tuners, and by the readiness with which the wise and intelligent of the community employ them. In addition to the many previously published testimonials bearing upon this matter, there are three of a recent date, — one from the committee on supplies of the school board of the city of Boston, one from the world-renowned firm of Messrs. Steinway & Sons of New York, and a third from Messrs. William Bourne & Son, manufacturers of piano-fortes in this city.

The work of our tuners in taking care of the piano-fortes used in the public schools of Boston, and keeping them in good repair, has been so well and conscientiously

done that the contract was again renewed for another year; and the committee on supplies have touched upon the subject in their last annual report, in the following words: —

"The tuning of pianos in the public schools has been performed in a very satisfactory manner during the last three years by the Perkins Institution for the Blind; and a new contract for one year, from May 1, 1880, has been made with that institution, on the same terms as for preceding years."

This statement, together with the fact that the renewal of the contract was made with uncommon unanimity and promptness, does great honor to the sense of justice and fairness of the members of the school board, and is very gratifying to our tuners.

Messrs. Steinway & Sons have for a long time employed a blind man as head-tuner of their great establishment in New York; and, in reply to a letter which I addressed to them, asking for information with regard to his success, they speak as follows: —

NEW YORK, Jan. 9, 1880.

M. ANAGNOS, Esq.

Dear Sir, — In answer to your letter of the 29th ult., we desire to inform you that one of our principal tuners is a blind man named Armin Schotte.

This gentleman tunes the concert grand pianos for the concerts at Steinway Hall, &c., which work is considered the highest achievement in the art of tuning. Mr. Schotte's tuning is simply perfect, not only for its purity, but in his skill of so setting the tuning-pins that the piano can endure the largest amount of heavy playing without being put out of tune.

Very respectfully yours,

STEINWAY & SONS.

Messrs. William Bourne & Son of Boston have also employed one of the graduates of this institution, Mr. Joseph H. Wood, as principal tuner for seventeen years; and their views on his work and on the fitness of the blind in general to deal with musical instruments are embodied in the following letter: —

BOSTON, Sept. 27, 1880.

Dear Sir, — We would say in reply to your letter of the 25th inst., that Mr. Joseph H. Wood has been in our employ as principal tuner since the year 1863. It gives us the greatest pleasure to take this opportunity of testifying to the efficient and excellent service rendered by him to our establishment, and to say that his able and skilful workmanship has always been much prized by us. We see no reason why blindness should be a drawback in the tuner's profession. On the contrary, we have been convinced by long observation that persons deprived of sight succeed remarkably well in this calling. Their ear is much more delicate than that of ordinary tuners, and the objection made by some people that they corrode the strings by handling them is wholly unfounded. We never knew Mr. Wood to touch the strings while he was tuning a piano. Many years of experience in the business of manufacturing piano-fortes has shown us that the judgment of the blind in selecting these instruments for the trade is of the first order.

This is our candid opinion on Mr. Wood's work, and on the efficiency and ability of the blind as tuners. If it can be of any service in the promotion of their cause, you are at liberty to use it in any way that you may see fit.

Yours truly,

WILLIAM BOURNE & SON.

Mr. M. ANAGNOS,

Director Perkins Institution for the Blind, South Boston, Mass.

These testimonials speak sufficiently for themselves. They need no comments; but they compel the utterance of an earnest hope that the noble example of

the above two firms may soon be followed by other piano-makers of high standing and influence, and that the reasonable claims of our tuners to a fair share of work may be favored with more justice and less prejudice in the future than they have received heretofore.

One of the essays which were included in the programme of our closing exercises treated in a simple and clear manner of sound, of the construction of the piano-forte, and of the carefulness of instruction necessary to qualify a tuner of this instrument. This paper was written by a member of the graduating class, George G. Goldthwait of Lynn, who has devoted a large part of his time to the tuning department; and, as it gives a fairer illustration of the thoroughness and comprehensiveness of the training of our scholars than any words of mine can convey, I copy it herewith *in toto*: —

"THE PIANO-FORTE AND PIANO-FORTE TUNING.

"The five senses possessed by man enable him to perceive whatever passes around him, and not the least in value is that knowledge received through the sense of hearing.

"According to the theory now universally accepted, sound is produced by vibrations. If these vibrations exceed 38,000 per second, consciousness of sound ceases because the ear is not capable of receiving impressions beyond that limit.

"Musical sounds are produced by vibrations succeeding each other at regular intervals. The lowest tone is produced by sixteen vibrations in a second. The highest tone which the ear is capable of receiving is the result of six thousand vibrations in the same time. This range embraces about eight octaves.

"By the aid of music man expresses his thoughts and emotions more clearly, sometimes, than by language. Music comforts the oppressed, strengthens the weary, cheers the sorrowing,

nerves the soldier on to battle and to victory, and gives expression to the loftiest aspirations of the soul. Should it not then be cherished and cultivated to its fullest extent?

"Instruments for the production of music may be classed under two general heads, wind and stringed instruments. Your attention is called to a representative of the latter class.

"Instrumental music was attempted at an early date. We read of David's harp and the shepherd's flute; but long before that time, back in geologic ages, we find rude bone flutes among the relics left behind the tertiary man. The harp is formed of a sounding-board, lengthwise of which are passed stretched strings. These strings differ in length according to the degree of pitch to be attained by each note. The strings are attached at either end, and the tension is changed at pleasure. In other words, it is tuned by means of screws or pegs. Upon the principle involved in the construction of the harp is built our modern piano-forte. The immediate forerunners of the piano were the clarichord and the harpsichord, founded upon the principle of the harp, with this difference, — the strings, instead of being picked by the fingers, were plucked by metallic quills, which were forced against them by jacks that were raised by pressing down keys. The sounds thus produced were metallic, and not altogether agreeable as musical tones. To obviate this difficulty, the hammers were made of wood, and covered with some soft material. The tones produced when the wires were struck by such hammers were more agreeable. Since that time innumerable improvements have been made, resulting in the modern piano.

"The invention of the piano-forte is claimed by Italy, France, Germany, and England. There is good reason to believe that Bartolommeo Christophori, a native of Padua, was the inventor of an instrument which he called piano-forte, because he could play both *piano* (or softly) and *forte* (or loud) upon it. At the present day these instruments are made in three distinct forms, — square, grand, and upright. In the first two the strings lie in a horizontal position; in the latter they run either in an oblique or perpendicular direction.

"In England the favorite instrument is the upright, in Ger-

many the grand takes the lead, while on this side of the water the square has, until lately, been the most popular.

"In 1822 Jonas Chickering, the founder of the present house of Chickering & Sons, manufactured, in Boston, his first piano. Soon after this time two very important improvements, which gave a great impulse to the manufacture of these instruments in America, were introduced. These improvements were the invention of the iron frame and the introduction of the over-strung scale. Alpheus Babcock, in 1825, received the first patent on the iron frame, and in 1837 Chickering used the first frame with cross-bars cast entire.

"In 1856 the house of Steinway & Sons commenced the manufacture of grand pianos on the European plan, with this improvement however, — they introduced the iron plate. Subsequently they made many improvements, and to-day their instruments are celebrated for superior quality and volume of tone, and capacity of standing in tune.

"The materials for the construction of the piano should be of the best quality. Porous wood, having a strong fibre and resonant qualities, is best adapted for the sound-board. The strings should be of the best steel to withstand the tension brought upon them. It requires a tension of two hundred pounds to raise the highest note on a seven-octave piano to the required pitch, and the combined strain upon a full concert grand is about twelve tons. The pitch of a note depends upon the length of the string. The lowest notes upon a piano would require a string sixteen feet long. To prevent this inconvenient length in the instrument the strings producing the lower notes are shortened, and wound with soft wire to retard the vibrations.

"The lowest notes upon a piano vibrate about twenty-seven times, and the highest notes four thousand times, in a second, giving a range of seven and one-third octaves. The rate of vibration of a musical tone is ascertained from a knowledge of the number of vibrations of any note of the scale; for example, the middle C on the piano vibrates two hundred and fifty-six times per second, which number, divided by $\frac{8}{9}$, the fraction of D in the inverse ratio, will give the number of vibrations for D; or, in

other words, taking C as a standard, and dividing it by the inverse ratio of the fraction of the vibrations, which we know, we obtain the number of vibrations for any note.

"Difficulty arises in tuning from the fact that the whole tones in the scale differ in size. The larger intervals are called major whole tones; the smaller, minor whole tones. This difference in the size of intervals renders it impossible to tune perfect intervals in all the scales; for, if this were done, a part of them would be so imperfect, that the chords would be offensive to the ear. Therefore, to make the scales equally agreeable, it is necessary to temper them, or divide these inequalities in different intervals equally between all the twelve keys. To secure this result it is necessary to flatten all the fifths and sharpen the fourths. The only perfect interval on the piano is the octave.

"We have tried to give a brief sketch of the fundamental principles embodied in the production of music from stringed instruments as it has been developed and perfected in the piano-forte, the natural outgrowth of all other stringed instruments, and, at present, the favorite.

"Its construction, care, and use afford occupation to a large number of manufacturers, tuners, and musicians. Very important among these is the tuner, although, perhaps, he receives the smallest share of credit.

"He necessarily precedes the pianist, not before an appreciative audience, for the necessities of the case are such that he demands a private interview with the instrument.

"If the piano-forte is the most popular instrument, and the demand for it is steadily increasing, then the work of the tuner grows in importance. The yearly increasing number of musicians and critics render it necessary that the tuner be educated and skilled in his profession; and the required degree of skill can only be acquired by careful study and constant practice, for, to become a tuner of any note, years are required to cultivate the ear to distinguish readily and accurately imperfect unisons and intervals: nor is this all; the hand and wrist must be trained to control the hammer in such a manner as to secure the solidity and permanency of the work, this being of the first importance, as upon it rests the value of piano-forte tuning."

Among the legions of seeing tuners who are scattered all over the country there are no doubt some who may have as good a knowledge of the philosophy of their art as the writer of the above essay seems to possess; but I venture to say that their number is not very large.

Technical Department.

A well-organized and properly conducted workshop, where the pupils of an institution can repair daily at fixed hours and be employed in acquiring skill and facility in the practice of the mechanic arts, is an important branch of a complete system of education. It is of great benefit to young persons in more ways than one. It furnishes them with occupation out of school-hours, and provides the mental faculties with a gentle stimulus, while it prevents the morbid action of the brain, which too much study is apt to produce in children. It rouses the senses to activity, and trains the hands to dexterity and the muscles to agility, so that they may respond immediately to the commands of the will. It induces confidence in the use of the bodily powers, and independence of character. Finally, it offers to a large number opportunities for the profitable employment of their time, and for self-support.

It has been the policy of this institution since the date of its foundation to pay particular attention to the industrial training of the blind. One of the two instructors whom Dr. Howe engaged in Europe in 1831 was a master of handicraft. The so-called "developing school," which has been of late years claimed as a new discovery, has been in operation here for nearly half a century, and its main features form a very essen-

tial part of our system of education. Thus, while our pupils are acquiring such knowledge as will fit them to be enlightened members of the community, it is deemed absolutely necessary that they should also learn a trade or become familiar with some branch of manual labor which shall prepare them for usefulness and self-reliance in after life.

To compass this end, a commodious shop for the boys and suitable workrooms for the girls are provided, the services of skilful and efficient teachers are secured, and all the requisite machines, tools, appliances, and materials are furnished.

I. — Workshop for the Boys.

The affairs of this department have been managed with discretion and sound judgment, and its present state is very satisfactory.

The usual trades of manufacturing brooms, seating cane-bottomed chairs, upholstering parlor furniture, and making mattresses, have been regularly and systematically taught, and the pupils have been diligently trained to work steadily, and to acquire an ease and skill in the use of their hands which will be a practical help to them at every step of their lives.

During the past year, as in previous ones, this workshop has been carried on at a comparatively moderate expense. It was never designed as a source of income to the institution, and never will be. All that can be reasonably expected is, that the avails of the labor of the learners should pay the cost of materials. The advantages are looked for in the acquisition of manual dexterity and mechanical aptitude, and still more in the

feeling of independence and habits of industry, regularity, and economy, on which depend in so large a measure the usefulness and happiness of man in society. It is a great pleasure to be able to state that in many cases these expectations are more than fully realized.

II. — Workrooms for the Girls.

The girls' branch of the technical department has been conducted with great ability and efficiency, and is making excellent progress in the direction both of useful and ornamental work.

New and graceful patterns are constantly introduced and skilfully executed, and the articles made by the girls are no less serviceable than beautiful.

There is ample room in the devising of various shapes and designs for the exercise of the inventive faculty by the scholars; and they generally have something new in hand, which is a source of interest and delight to them, and often of profit as well.

The table, which is spread with the handiwork of the pupils at the weekly exhibitions, is always an attraction to visitors, and the little manufacturers are much pleased when their wares bring them in a small profit. This encourages them to fresh exertions in the same line; and the result is that many of the girls leave us quite accomplished in sewing and knitting, both by hand and machine, in crocheting, and in making a great variety of articles of fancy, worsted, and bead work.

The exhibit sent from this department to the Melbourne International Exposition last summer was the finest and most tasteful which has yet been gotten up here, and did great credit to the pupils and to their teacher.

The quarters appropriated for workrooms in the new building are extensive and commodious, and the girls are rejoicing in the prospect of more scope and greater conveniences than they have heretofore enjoyed.

The art of making fancy baskets was taught during a portion of the past year by an Indian woman, who resided in the establishment for that purpose, with great success, and it will again be resumed during the present year.

Manual Occupations of the Blind in Ontario.

The circle of industrial employments for the blind is already very much contracted by the invention of machinery; and the problem of "how to enable the great mass of our pupils to earn their living by the work of their hands," instead of approaching solution, becomes more and more complicated year by year. There are but few articles made by hand without the guidance of sight which can be profitably disposed of, and we must seek for new fields of industry for our graduates.

In compliance with a vote of your board, I have visited the Ontario Institution for the Blind at Brantford for the purpose of examining its industrial department and obtaining a clear idea of its workings. I was cordially received by Mr. Hunter, the principal, and his teachers, and promptly assisted in all my investigations. I found, on careful inspection of the workrooms, that the rule of the thumb was truly in the ascendency there, but not to the detriment of the literary and musical departments. The pupils of both sexes are well trained in handicraft, and some of them are experts in

their trades. Willow-work, and knitting and sewing by hand and machine, are the principal manual occupations. During the past year the boys have manufactured a large number of baskets of various kinds, shapes, colors, and sizes; and the girls have knit four thousand one hundred pairs of socks by machine, and one thousand and fifty of mittens by hand, for sale, besides *cutting* and making about fifty-three underwaists and dresses for their own use. There is no other institution for the blind on this continent with which I am acquainted that can show equal results with regard to the handicraft of its female apprentices. All the wares made by the pupils are readily disposed of to advantage. The baskets are sold in open market, without sharp competition, at good prices; and the stockings and mittens are purchased by order of the government of Ontario for the use of the inmates of the eleëmosynary and penal institutions of the province. Thus the industrial activity of the scholars is stimulated by the wise policy of the government and by other circumstances peculiar to the location of the school at Brantford, and is promoted by such prudent and systematic arrangements that it does not interfere in the least with the work of the other departments of the establishment, which are in a thriving condition. The management of the institution is not only efficient, but decidedly progressive. It is successful in every respect; for it is intrusted to the hands of a gentleman who combines in himself two excellent qualities which are rarely found together, — that of broad and thorough scholarship with uncommon executive ability enhanced by truthfulness and strict honesty. Mr. Hunter is, moreover, gifted with considerable mechanical

ingenuity; and the invention of a new tablet for point-writing, far superior to those previously in existence, is not the least important among his contrivances.

Department of Physical Training.

The necessity of physical culture as the basis for the higher departments of education has been so fully demonstrated in previous reports, and is so generally acknowledged by thoughtful men everywhere, that I hardly need devote to it more than a few passing remarks here.

The body and mind are twin sisters, co-ordinate companions. Their functions are interwoven in such a manner that they may be considered as the two well-fitting halves of a perfect whole, designed in true accord to sustain and support each other mutually. So close and intimate is their relation that the mind can no more reach the height of intellectual and moral excellence when enshrined in an enervated and weak frame than a bird can soar through the mid-heavens without the full strength of its wings. There is no error more profound or more prolific of evil consequences than that which views the mental and bodily powers as antithetic and opposed to each other. The truth is precisely the reverse of this. The welfare and efficiency of the one are greatly promoted by the soundness of the other. Their union constitutes one of the laws of nature which never can be broken with impunity. Hence, intellectual and physical culture must advance hand in hand; for, if permitted to go apart, either will stray from its appropriate sphere, and the result will be feebleness, decline, and premature decay.

In the education of children the fact must always be kept in view that it is not a mind or a body that we are training up, — it is a man, and that we ought not to divide him; or, as Plato says, we are not to fashion one without the other, but make them draw together like two horses harnessed to a coach. Every attempt to cultivate the intellect without its co-ordinate power, the body, will end in an ignoble failure or a miserable defeat. But, when the two parts are made to act in unison and harmony, any thing within the limits of possibility may be accomplished.

It is therefore obvious that every well-organized system of education should provide its participants with adequate and efficient means for regular and uniform physical training, which shall call forth and cultivate the latent powers and capacities of the body, and aid the full development and expansion of its various parts and organs.

But, if physical culture is so great a factor in the education of ordinary children, in that of the blind, whose infirmity is unquestionably a positive hinderance to the free and uninterrupted exercise of the muscular system, and very seriously affects the development of the bodily powers, it is demanded with tenfold force. No school established for their benefit can be complete or do its work properly without making ample provision for training of this nature. Force of character, strength of will, mental vigor, clearness of views and ideas, activity, energy, dexterity, tenacity, and endurance constitute the secret of success in every undertaking, and are indispensable qualities for all youth who are about to enter on the career of practical life. It is a well-

established fact that not a few among the blind are more or less wanting in these requirements, and they must attain them by proper training before they can reasonably aspire to great achievements in their intellectual and professional pursuits.

Physical culture has been followed systematically and persistently in our school during the past year, and has assumed a position commensurate with its importance.

The gymnasium has been supplied with the necessary apparatus; and the pupils, divided into five classes, have repaired there regularly at fixed hours, and have gone through such a series of systematic and progressive exercises as were calculated to strengthen every part of the physical frame, and to cause the blood, which, owing to close application to study, is apt to crowd towards the brain and produce languor and stupor, to leap through the veins. Muscular development is thus promoted, the respiration and circulation are quickened, and the whole system is toned up. Grace and beauty are imparted to the person, and ease to the manner; and at the same time a pleasing recreative occupation is afforded to the mind.

The exercises have been carefully selected and wisely conducted by competent teachers; and their effect upon the appearance, health, and strength of the pupils, has been quite remarkable. The pale countenances, nerveless looks, puny forms, drooping heads, want of elasticity and facility in the movements, tendency to spinal curvature, flat and narrow chests, slouching shoulders, haggard cheeks, — these and all other imperfections which are generally noticed in almost every school for the blind, and which are indications of stunted growth and

muscular flabbiness, have slowly but steadily diminished, if not altogether disappeared, from among our pupils, giving place to comely figures, fresh complexions, a resolute bearing, buoyant spirits, and a fair share of nerve-power and agility. In fact, life itself seems to spread before them like a fair field, of which every acre is their own.

Military drill, which has been introduced into our gymnasium during the past year, and carried on in accordance with the rules of tactics, has proved an invaluable adjunct to our course of exercises, and has already conferred a great and lasting benefit upon our young men. It has helped to promote an erect carriage and neatness of appearance, and to foster habits of promptness, exactness, and unanimity in action. It has enabled them to acquire a manly gait and a better command of their muscles. Lastly, it has taught them self-control, and has given them correct ideas of order, discipline, and subordination.

Thanks to the cordial co-operation of the officers of the institution, and most especially to the endeavors of those of the teachers who have entered into the work of the gymnasium with genuine enthusiasm and unabating faith in its beneficent effects, this important department of our system of education has been made a success, and a great amount of good has already been and is being accomplished in it. The current which has so auspiciously begun to flow in this direction will run stronger and deeper until every child in the institution shall reach the highest point of physical amelioration which lies within the possibilities of his constitution and organization.

Concluding Remarks.

In bringing this report to a close, I beg leave, gentlemen, to bespeak your forbearance for its numerous short-comings, and most especially for the crudeness which is apparent in the treatment of some of its topics. The time allotted for writing it has been so crowded with business and cares, that it has been impossible for me to bestow upon its preparation the attention requisite for putting it into a better form.

It is with no small degree of satisfaction that I avail myself again of this opportunity to express my unqualified approbation of the valuable services of the matron and of all the officers and teachers with whom I am associated in the management of the institution. Each and all of them have performed their duties faithfully and efficiently, have spared no efforts in promoting the best interests of the pupils, and have labored with zeal, perseverance, and cheerfulness, for the attainment of the highest results.

To you, gentlemen of the board, I would offer my warmest thanks for the readiness and promptness with which you have responded to every claim upon your time and attention, for the great interest you have invariably manifested in all movements concerning the welfare of the blind, and for the uniform kindness and courtesy with which you have received and considered my suggestions.

Respectfully submitted by

M. ANAGNOS.

ACKNOWLEDGMENTS.

Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors, and publishers, for concerts and various musical entertainments, for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, minerals, and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. As far as we know, there is no community in the world which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

I. — Acknowledgments for Concerts and Operas in the City.

To the Harvard Musical Association, through its president, Mr. John S. Dwight, for fifty season-tickets to eight symphony concerts. The blind of New England are under great and lasting obligations to this association for the uncommon musical advantages which it has always extended to them in the most liberal and friendly manner since the inauguration of its concerts.

To Messrs. Tompkins & Hill, proprietors of the Boston Theatre, for admitting parties in unlimited numbers to six operas.

To Mr. John Stetson of the Globe Theatre, for admission to one opera; and to Mr. Thomas, to one children's operetta in Horticultural Hall.

To the Händel and Haydn Society, through its president, Mr. C. C. Perkins, and its secretary, Mr. A. Parker Browne, for tickets to one oratorio and five rehearsals.

To Mr. C. C. Perkins, for tickets to five of the Euterpe concerts.

To the Boylston Club, through its secretary, Mr. F. H. Ratcliffe, for admission to four of its concerts.

To the Apollo Club, through the kindness of its secretary, Mr. Arthur Reed, for tickets to six concerts; and to the Cecilia Club, through the same gentleman, for an invitation to four concerts.

To the following distinguished artists we are under great obligations for admitting our pupils to their classical chamber-concerts: Mr. B. J. Lang, Mr. Ernst Perabo, Mr. H. G. Tucker, Mr. Henry Hanchett, Mr. Arthur Foote, Mr. John A. Preston, Madame Frohock, and Madame Cappiani. Mrs. S. W. Farwell of Boston generously sent to the pupils twenty-five tickets to one of Mr. Perabo's concerts.

For popular concerts we are indebted to Mrs. Manley Howe, Dr. L. B. Fenderson, Mr. Charles Poole, Mr. B. W. Williams, and Mr. H. C. Brown.

II. — Acknowledgments for Concerts given in our Hall.

For a series of fine concerts given from time to time in the hall of the institution we are greatly indebted to the following artists: —

To the Polish violinist, Mr. Timothée Adamowski, assisted by Mr. C. L. Capen, Mrs. H. T. Spooner, Miss Sarah Winslow, Miss Teresa Carreno Campbell, and Miss Mary M. Campbell.

To Mr. and Mrs. Ole Bull.

To Mr. W. H. Sherwood, assisted by Mrs. Sherwood and Mr. Alfred Wilkie.

To Mr. W. H. Sherwood a second time, assisted by Mr. Whiting and Miss Emma Howe.

To Mr. John Orth, assisted by Mr. Dunnreuter, Mrs. Knowles, and Madame Dietrich Strong.

To Miss Teresa Carreno Campbell, violinist, and Miss Mary M. Campbell, pianist.

To Miss Mary Underwood, assisted by Miss Ella Abbott, Miss Laura Underwood, Miss Josephine Ware, and Miss Alice Vars.

To Mrs. Kate Remetti, assisted by her friends, for two concerts.

To Mr. Eugene Thayer, for a series of classical organ recitals, assisted by his chorus, Miss Marion Osgood, violinist, and some of his best organ pupils.

III. — Acknowledgments for Lectures and Readings.

For a series of lectures and readings our thanks are due to the following kind friends: Mrs. Julia Ward Howe, Miss Lutie M. Marsh, Miss Helen Harding, Professor J. H. Dickson, Miss Florence Bachelder, Miss F. S. Sayles, Miss Emily Esterbrook, Mrs. Fred Flanders, Miss Mary Washburn, Miss Alice Barnicoat, and Mr. Frank Pope.

IV. — Acknowledgments for Minerals, Specimens, Tangible Objects, &c.

For a collection of minerals, specimens, and tangible objects of various kinds, we are greatly indebted to the following persons: Gen. John Eaton, Commissioner of Education, Gen. William G. LeDuc, Commissioner of Agriculture, Mr. William Reed, Mr. James E. Mills, Miss M. C. Moulton, Mrs. V. B. Turner, Miss Sophia Ann Wolfe, and Miss Mamie Mayer.

We are also under great obligation to Mr. G. W. Eddy, manager of the Twombly Knitting Machine Co., for the gift of one of their machines; and to our good friend, Rev. Photius Fisk, for a great abundance of various kinds of fruit.

V. — Acknowledgments for Periodicals and Newspapers.

The editors and publishers of the following reviews, magazines, and semi-monthly and weekly papers, continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed, and perused with interest: —

The N. E. Journal of Education	*Boston*,	*Mass.*
The Atlantic	"	"
Boston Home Journal	"	"
N. E. Medical Gazette	"	"
The Christian	"	"
The Christian Register	"	"
The Musical Record	"	"
The Musical Herald	"	"
The Folio	"	"

The Sunday Herald	*Boston, Mass.*
Littell's Living Age	" "
Unitarian Review	" "
The Watchman	" "
The Congregationalist	" "
The Golden Rule	" "
Wide Awake	" "
The Salem Register	*Salem,* "
Scribner's Monthly	*New York, N. Y.*
St. Nicholas	" "
The Christian Union	" "
National Quarterly Review	" "
The Journal of Speculative Philosophy	" "
Journal of Health	*Dansville,* "
Lippincott's Magazine	*Philadelphia, Penn.*
The Penn Monthly	" "
Weekly Notes	" "
Church's Musical Journal	*Cincinnati, Ohio.*
Our Reporter	*Concord, Mich.*
The Bystander	*Toronto, Canada.*
Hours of Recreation	*Chicago, Ill.*
Goodson's Gazette,	*Va. Inst. for Deaf-Mutes and Blind.*
Tablet	*West Va.* " " " "
Mirror	*Michigan* " " " "
Companion	*Minnesota* " " " "
Mute Ranger	*Texas Inst. for the Deaf and Dumb.*
Mistletoe	*Iowa Inst. for the Blind.*
Il Mentore dei Ciechi	*Florence, Italy.*

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

M. ANAGNOS.

DR. PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND *in Account with* P. T. JACKSON, *Treasurer.* CR.

To cash paid, Auditors' drafts, Nos. 152 to 172,	$72,787 86	By balance from last year's account, Sept. 30, 1879	$579 21
city of Boston, taxes	146 25	cash from State of Massachusetts	30,000 00
repairs on houses	531 50	Maine	7,125 00
rent of box at Safe Deposit Vaults	20 00	Connecticut	3,300 00
check-book	5 75	Rhode Island	3,150 00
	$73,491 36	Vermont	1,925 00
Re-investments in		interest on mortgages	6,385 00
Loans secured by mortgages on real estate	$19,000 00	rents collected	648 57
Balance to new account	2,227 43	Boston and Providence Railroad dividends	225 00
		Fitchburg Railroad dividends	135 00
		Eastern Railroad bonds interest	90 00
		interest on deposits	230 08
		interest United States bonds	50 00
		interest Boston and Lowell Railroad bonds	150 00
		M. Anagnos, Director, —	
		Work Department $13,943 07	
		Sundries 5,722 51	
			19,665 58
		By cash legacy from William Taylor	891 30
		William Munroe	100 00
		gift from Henry B. Rogers for permanent printing fund,	1,000 00
		United States bonds sold $5,090 62	
		Boston and Lowell Railroad bonds sold, 9,061 34	
		Eastern Railroad bonds sold 4,966 50	
		$19,118 46	
		Less commission and interest 49 41	
			19,069 05
	$94,718 79		$94,718 79
	1880.		
	Sept. 30,	Balance to new account	2,227 43

BOSTON, Sept. 30, 1880. E. & O. E. P. T. JACKSON, *Treasurer.*

The undersigned, a committee appointed to examine the accounts of the Treasurer of the Perkins Institution and Massachusetts School for the Blind, for the year ending Sept. 30, 1880, have attended to that duty, and hereby testify that they find the payments properly vouched, and the accounts correctly cast, resulting in a balance of twenty-two hundred and twenty-seven dollars and forty-three cents on hand, deposited at the New England Trust Company to the credit of the institution.

The Treasurer also exhibited to us evidence of the following property belonging to the institution: —

Notes secured by mortgages on real estate	$115,000 00	Bond of Eastern Railroad, par value $4,000 at 4½ per cent	$4,000 00
Estate No. 11 Oxford street, city valuation	5,500 00	30 shares Boston and Providence Railroad, par value at $140	4,200 00
No. 144 Prince street, city valuation	3,900 00	45 shares Fitchburg Railroad Company, par value at $130	5,850 00
No. 197 Endicott street, city valuation	2,300 00		
Bond of Boston and Lowell Railroad, par value $1,000 at 5 per cent	1,000 00		$141,750 00

G. HIGGINSON,
A. T. FROTHINGHAM, } *Auditing Committee.*

Detailed Statement of Treasurer's Account.

Dr.

1879-1880.				
	To cash paid on Auditors' drafts			$72,787 86
		city of Boston for taxes		146 25
		repairs on houses		531 50
		rent of box at Safe Deposit Vaults		20 00
		check-book		5 75
		re-investments		19,000 00
		on hand Sept. 30, 1880		2,227 43
				$94,718 79

Cr.

1879.				
Sept. 30.	By balance of former account			$579 21
Oct. 10.	From State of Massachusetts			7,500 00
13.		Maine, 1878–79		3,500 00
15.		6 months' interest on note for $5,000 at 6 per cent		150 00
16.		interest on $5,000 United-States bonds, 3 months, at 4 per cent		50 00
21.		$5,000 United-States 4 per cent bonds, sold at 101 1/16		5,090 62
		$4,000 Boston and Lowell 5 per cent bonds, sold at par value, $4,000, and interest, $55.78		4,055 78
25.		6 months' interest on note, $3,500, at 6 per cent		105 00
29.		R. E. Apthorp, agent, rents collected		227 75
Nov. 29.		6 months' interest on note, $8,000, at 6 per cent		240 00
Dec. 9.		6 months' interest on note, $3,500, at 7 per cent		122 50
1880.				
Jan. 2.		6 months' interest on note, $5,000, at 5 per cent		125 00
3.		State of Massachusetts		7,500 00
5.		6 months' interest on note of $18,000 at 6 per cent		540 00
10.		12 months' interest on note of $8,000 at 5 per cent		400 00
		dividend on 45 shares Fitchburg Railroad		135 00
		6 months' interest on Boston and Lowell Railroad bonds		150 00
15.		$6,000 Eastern Railroad bonds, sold at .81½, $4,890; and interest to Dec. 12, $76 50	$4,966 50	
	Amounts carried forward		$4,966 50	$30,470 86

	Amounts brought forward		$4,966 50	$30,470 86
1880.				
Jan. 15.	From $5,000 Boston and Lowell bonds, sold		5,000 00	
	interest on same to 9th inst. . .		5 56	
			$9,972 06	
	Less interest on loan .	$21 91		
	commission on $11,000 . .	27 50		
			49 41	
				9,922 65
17.	executors of will of William Taylor, final payment			891 30
23.	6 months' interest on note, $2,500, at 6 per cent			75 00
29.	6 months' interest on note, $2,500, at 6 per cent			75 00
	6 months' interest on note, $10,000, at 6 per cent			300 00
	M. Anagnos, Director, as per following: —			
	City of Boston for tuning . .		$500 00	
	J. H. M'Cafferty, account of daughter.		45 00	
	State of Rhode Island, account of Henry Lanergan . .		20 00	
	Sale of embossed books . .		268 76	
	J. B. Winsor, account of son .		300 00	
	Town of Dedham, account of Mary O'Hare		27 22	
	Town of Brimfield, account of George Needham . . .		14 00	
	Income of legacy to Laura Bridgman		131 20	
	Hubert Baker, on account . .		20 00	
	F. Meisel, for old iron . .		86 11	
	receipts of work department: —			
	For October . .	$1,291 05		
	November . .	1,095 38		
	December . .	938 77		
			3,325 20	
				4,737 49
March 1.	6 months' interest on note, $25,000, at 6 per cent			750 00
	6 months' interest on $4,000, Eastern Railroad bonds			90 00
20.	6 months' interest on note, $5,000, at 5 per cent			125 00
24.	interest on deposits			176 17
April 5.	State of Massachusetts			7,500 00
	Amount carried forward			$55,113 47

	Amount brought forward		$55,113 47
1880.			
April 5.	From M. Anagnos, Director, as per following: —		
	Sale of books in embossed print, tablets, &c.	$351 32	
	From tuning	520 00	
	Nebraska Institution, for map .	37 00	
	A. D. Cadwell, account of son .	85 00	
	Rev. Photius Fisk, to print "History of Greece" . . .	500 00	
	A friend, donation to print Higginson's "History of United States"	1,186 00	
	Mrs. Charles C. Paine, donation to printing fund . . .	100 00	
	J. J. Mundo, acc't of daughter,	25 00	
	Mrs. Knowlton, account of daughter	24 00	
	Sale of admission-tickets . .	50 61	
	brooms, account of boys' shop	24 30	
	old barrels, junk, &c. .	60 69	
	Hubert Baker, on account . .	30 00	
	receipts of work department: —		
	For January . . $839 91		
	February . . 1,005 79		
	March . . . 859 07		
	——— 2,704 77		
	———		5,698 69
12.	6 months' interest on note, $9,000, at 6 per cent		270 00
1879.			
Oct. 29.	dividend, 30 shares Boston and Providence Railroad		105 00
1880.			
April 15.	6 months' interest on note, $5,000, at 6 per cent		150 00
17.	6 months' interest on note, $3,500, at 6 per cent		105 00
May 5.	Boston and Providence Railroad dividends .		120 00
28.	6 months' interest on note, $8,000, at 6 per cent		240 00
June 13.	6 months' interest on note, $10,000, at 6 per cent		300 00
3.	6 months' interest on note, $3,500, at 7 per cent		122 50
July 1.	interest on deposit		53 91
	6 months' interest on note of $8,000 at 5 per cent		200 00
	Amount carried forward		$62,478 57

		Amount brought forward			$62,478 57
1880.					
July	1.	From 6 months' interest on note of $5,000 at 5 per cent			125 00
	3.	6 months' interest on note of $18,000 at 6 per cent			540 00
	8.	State of Massachusetts			7,500 00
	16.	rents collected by R. E. Apthorp, agent .			420 82
		H. B. Rogers, for permanent printing . .			1,000 00
	23.	fund 6 months' interest on note, $2,500, at 6 per cent.			75 00
	26.	6 months' interest on note, $2,500, at 6 per cent			75 00
Aug.	2.	estate of William Munroe			100 00
	10.	State of Connecticut			3,300 00
	11.	Maine			3,625 00
		Rhode Island			3,150 00
	13.	Vermont			1,925 00
		M. Anagnos, Director, as per following: —			
		Tuning	$400 00		
		Sale of books in raised print .	126 35		
		maps	74 00		
		J. H. M'Cafferty, account of daughter	55 00		
		A. D. Cadwell, account of son .	90 00		
		Income of legacy to Laura Bridgman	40 00		
		receipts of work department: —			
		For April . . . $894 02			
		May . . . 1,378 86			
		June . . . 1,446 24			
		July . . . 1,692 10			
			5,411 22		
				6,196 57	
	10.	6 months' interest on note, $10,000, at 6 per cent			300 00
Sept.	1.	6 months' interest on note, $5,000, at 5 per cent			125 00
	2.	6 months' interest on note, $25,000, at 6 per cent			750 00
	30.	M. Anagnos, as per following: —			
		Sale of books and writing-tablets,	$154 64		
		Tuning	250 00		
		Mrs. Knowlton, account of daughter	24 00		
		Sale of brooms, account of boys' shop	14 13		
		Amounts carried forward	$442 77	$91,685 96	

	Amounts brought forward		$442 77	$91,685 96
1880.				
Sept. 30.	From sale of old junk, &c. . . .		48 10	
	admission-tickets . .		40 08	
	receipts of work department: —			
	For August . .	$957 30		
	September . .	1,544 58		
			2,501 88	
				3,032 83
				$94,718 79

ANALYSIS OF TREASURER'S ACCOUNTS.

The Treasurer's account shows that the total receipts during the year were		$94,718 79
Less cash on hand at the beginning of the year . . .		579 21
		$94,139 58

Ordinary Receipts.

From the State of Massachusetts . . .	$30,000 00	
beneficiaries of other states and individuals,	16,430 42	
interest, coupons, and rent	7,913 65	
		$54,344 07

Extraordinary Receipts.

From work department, for sale of articles made by the blind, &c.	$18,943 07	
sale of bonds	19,069 05	
embossed books and maps . .	1,012 07	
tuning	1,670 00	
legacies and donations	3,777 30	
sale of brooms, account of boys' shop .	38 43	
old junk, barrels, &c. . . .	194 90	
admission-tickets	90 69	
		39,795 51
		$94,139 58

GENERAL ANALYSIS OF THE STEWARD'S ACCOUNT.

DR.

Amount in Steward's hands Oct. 1, 1879 . .	$773 16	
Receipts from Auditors' drafts	72,787 86	
	$73,561 02	
Less amount in Steward's hands Oct. 1, 1880 .	2,054 82	
		$71,506 20

CR.

Ordinary expenses as per schedule annexed .	$42,476 53	
Extraordinary expenses as per schedule annexed .	29,029 67	
		71,506 20

ANALYSIS OF EXPENDITURES FOR THE YEAR ENDING SEPT. 30, 1880, AS PER STEWARD'S ACCOUNT.

Meat, 25,893 lbs.		$2,153 42
Fish, 3,528 lbs.		191 90
Butter, 4,017 lbs.		1,538 37
Rice, sago, &c.		73 61
Bread, flour, and meal		1,437 34
Potatoes and other vegetables		616 16
Fruit		242 09
Milk, 16,447 quarts		1,008 25
Sugar, 8,411 lbs.		822 09
Tea and coffee, 686 lbs.		173 75
Groceries		622 38
Gas and oil		372 19
Coal and wood		2,464 69
Sundry articles of consumption		226 29
Salaries, superintendence, and instruction		15,009 41
Domestic wages		4,084 73
Outside aid		163 55
Medicines and medical aid		36 45
Furniture and bedding		1,468 17
Clothing and mending		32 86
Musical instruments		902 47
Expenses of tuning department		822 19
boys' shop		39 44
printing-office		3,011 82
stable		232 59
Books, stationery, and school apparatus		2,146 06
Ordinary construction and repairs		1,480 42
Taxes and insurance		609 76
Travelling expenses		73 33
Rent of office in town		250 00
Board of men and clerk during vacation		118 86
Sundries		51 89
		$42,476 53
Extraordinary Expenses.		
Extraordinary construction and repairs	$13,073 36	
Bills to be refunded	90 10	
Beneficiaries of the Harris Fund	703 00	
Expenses of work department	15,163 21	
		29,029 67
		$71,506 20

General Abstract of Account of Work Department, Oct. 1, 1880.

Liabilities.

Due institution for investments at sundry times since the first date	$40,897 45	
Excess of expenditures over receipts	1,220 14	
		$42,117 59

Assets.

Stock on hand Oct. 1, 1880	$4,698 78	
Debts due	1,399 82	
		6,098 60
		$36,018 99

Balance against work department Oct. 1, 1880	$36,018 99
Balance against work department Oct. 1, 1879	35,028 96
Cost of carrying on workshop	$990 03

Dr.

Cash received for sales, &c., during the year	$13,943 07	
Excess of expenditures over receipts	1,220 14	
		$15,163 21

Cr.

Salaries and wages paid blind persons	$3,186 72	
Salaries and wages paid seeing persons	2,608 75	
Sundries for stock, &c.	9,367 74	
		$15,163 21

Account of Stock Oct. 1, 1880.

Real estate		$247,800 00
Railroad stock		15,050 00
Notes secured by mortgage		115,000 00
Cash		4,282 25
Stock in work department		4,698 78
Household furniture		16,581 41
Provisions and supplies		1,101 26
Wood and coal		2,877 90
Musical department, viz., —		
One large organ	$5,500 00	
Three small organs	730 00	
Forty-four pianos	11,000 00	
Violins	100 00	
Brass and reed instruments	1,500 00	
		18,830 00
Books in printing-office		4,700 00
Stereotype plates		2,100 00
School furniture and apparatus		5,700 00
Musical library		625 00
Library of books in common type		1,950 00
Library of books in raised type		5,500 00
Boys' shop		108 75
Stable and tools		625 75
Boat		15 00
		$447,546 10

LIST OF EMBOSSED BOOKS

Printed at the Perkins Institution and Massachusetts School for the Blind.

TITLE OF BOOK.	No. of Volumes.	Price per Volume.
Howe's Geography	1	$2 50
Howe's Atlas of the Islands	1	3 00
Howe's Blind Child's First Book	1	1 25
Howe's Blind Child's Second Book	1	1 25
Howe's Blind Child's Third Book	1	1 25
Howe's Blind Child's Fourth Book	1	1 25
Second Table of Logarithms	1	3 00
Astronomical Dictionary	1	2 00
Rudiments of Natural Philosophy	1	4 00
Philosophy of Natural History	1	3 00
Guyot's Geography	1	4 00
Howe's Cyclopædia	8	4 00
Natural Theology	1	4 00
Combe's Constitution of Man	1	4 00
Pope's Essay on Man, and other Poems	1	2 50
Baxter's Call	1	2 50
Book of Proverbs	1	2 00
Book of Psalms	1	3 00
New Testament (small)	4	2 50
Book of Common Prayer	1	4 00
Hymns for the Blind	1	3 00
Pilgrim's Progress	1	4 00
Life of Melanchthon	1	2 00
Dickens's Old Curiosity Shop	3	4 00
Shakspeare's Hamlet and Julius Cæsar	1	4 00
Byron's Hebrew Melodies and Childe Harold	1	3 00
Anderson's History of the United States	1	2 50
Dickens's Child's History of England	2	3 50
Selections from the Works of Swedenborg	1	–
Memoir of Dr. Samuel G. Howe	1	3 00
Cutter's Anatomy, Physiology, and Hygiene	1	4 00
Viri Romæ, new edition with additions	1	2 00
The Reader; or, Extracts from British and American Literature	2	3 00
Musical Characters used by the seeing, with explanations	1	35
Milton's Paradise Lost	2	3 00
Higginson's Young Folks' History of the United States	1	3 50
Schmitz's History of Greece	1	3 00
Schmitz's History of Rome	1	2 50
Freeman's History of Europe	1	2 50
Eliot's Six Arabian Nights	1	3 00
Lodge's Twelve Popular Tales	1	2 00
An Account of the Most Celebrated Diamonds	1	50
Huxley's Science Primers, Introductory	1	2 00
American Prose	2	3 00

LIST OF APPLIANCES AND TANGIBLE APPARATUS

Made at the Perkins Institution and Massachusetts School for the Blind.

GEOGRAPHY.

I. — *Wall-Maps.*

1. The Hemispheres	size 42	by 52	inches.
2. United States, Mexico, and Canada	"	"	"
3. South America	"	"	"
4. Europe	"	"	"
5. Asia	"	"	"
6. Africa	"	"	"
7. The World on Mercator's Projection	"	"	"

Each $35, or the set, $245.

II. — *Dissected Maps.*

1. Eastern Hemisphere	size 30	by 36	inches.
2. Western Hemisphere	"	"	"
3. North America	"	"	"
4. United States	"	"	"
5. South America	"	"	"
6. Europe	"	"	"
7. Asia	"	"	"
8. Africa	"	"	"

Each $23, or the set, $184.

These maps are considered, in point of workmanship, accuracy, and distinctness of outline, durability, and beauty, far superior to all thus far made in Europe or in this country.

"The New-England Journal of Education" says, "They are very strong, present a fine, bright surface, and are an ornament to any school-room."

III. — *Pin-Maps.*

Cushions for pin-maps and diagrams	each,	$0 75

ARITHMETIC.

Ciphering-boards made of brass strips, nickel-plated	each,	$4 25
Ciphering-types, nickel-plated, per hundred	"	1 00

WRITING.

Grooved writing-cards	each,	$0 10
Braille's tablets, with metallic bed	"	1 50
Braille's French tablets, with cloth bed	"	1 00
Braille's new tablets, with cloth bed	"	1 00
Braille's Daisy tablets	"	5 00

TERMS OF ADMISSION.

YOUNG blind persons between the ages of ten and nineteen, and of good moral character, can be admitted to the school by paying $300 per annum. This sum covers all expenses, except for clothing; namely, board, washing, the use of books, musical instruments, &c. The pupils must furnish their own clothing, and pay their own fares to and from the institution. The friends of the pupils can visit them whenever they choose.

Indigent blind persons of suitable age and character, belonging to Massachusetts, can be admitted gratuitously by application to the Governor for a warrant.

The following is a good form, though any other will do: —

"*To his Excellency the Governor.*

"SIR, — My son (or daughter, or nephew, or niece, as the case may be), named ——, and aged ——, cannot be instructed in the common schools, for want of sight. I am unable to pay for the tuition at the Perkins Institution and Massachusetts School for the Blind, and I request that your Excellency will give a warrant for free admission.

"Very respectfully, —— ——."

The application may be made by any relation or friend, if the parents are dead or absent.

It should be accompanied by a certificate from one or more of the selectmen of the town, or aldermen of the city, in this form: —

"I hereby certify, that, in my opinion, Mr. —— —— is not a wealthy person, and that he cannot afford to pay $300 per annum for his child's instruction. (Signed) —— ——."

There should be a certificate, signed by some regular physician, in this form: —

"I certify, that, in my opinion, —— —— has not sufficient vision to be taught in common schools; and that he is free from epilepsy, and from any contagious disease. (Signed) —— ——."

These papers should be done up together, and forwarded to the DIRECTOR OF THE INSTITUTION FOR THE BLIND, *South Boston, Mass.*

An obligation will be required from some responsible persons, that the pupil shall be kept properly supplied with decent clothing, shall be provided for during vacations, and shall be removed, without expense to the institution, whenever it may be desirable to discharge him.

The usual period of tuition is from five to seven years. Indigent blind persons residing in Maine, New Hampshire, Vermont, Connecticut, and Rhode Island, by applying as above to the Governor, or the "Secretary of State," in their respective states, can obtain warrants for free admission.

The relatives or friends of the blind who may be sent to the institution are requested to furnish information in answer to the following questions: —

1. What is the name and age of the applicant?
2. Where born?
3. Was he born blind? If not, at what age was his sight impaired?
4. Is the blindness total or partial?
5. What is the supposed cause of the blindness?
6. Has he ever been subject to fits?
7. Is he now in good health, and free from eruptions and contagious diseases of the skin?
8. Has he ever been to school? If yes, where?
9. What is the general moral character of the applicant?
10. Of what country was the father of the applicant a native?
11. What was the general bodily condition and health of the father, — was he vigorous and healthy, or the contrary?
12. Was the father of the applicant ever subject to fits or to scrofula?
13. Were all his senses perfect?
14. Was he always a temperate man?
15. About how old was he when the applicant was born?
16. Was there any known peculiarity in the family of the father of the applicant; that is, were any of the grandparents, parents, uncles, aunts, brothers, sisters, or cousins, blind, deaf, or insane, or afflicted with any infirmity of body or mind?
17. If dead, at what age did the father die, and of what disorder?
18. Where was the mother of the applicant born?
19. What was the general bodily condition of the mother of the applicant, — strong and healthy, or the contrary?
20. Was she ever subject to scrofula or to fits?
21. Were all her senses perfect?
22. Was she always a temperate woman?
23. About how old was she when the applicant was born?

24. How many children had she before the applicant was born?

25. Was she related by blood to her husband? If so, in what degree, — first, second, or third cousins?

26. If dead, at what age did she die, and of what disorder?

27. Was there any known peculiarity in her family; that is, were any of her grandparents, parents, uncles, aunts, sisters, brothers, children, or cousins, either blind, or deaf, or insane, or afflicted with any infirmity of body or mind?

28. What are the pecuniary means of the parents or immediate relatives of the applicant?

29. How much can they afford to pay towards the support and edution of the applicants?

For further particulars, address M. ANAGNOS, DIRECTOR OF THE INSTITUTION FOR THE BLIND, *South Boston, Mass.*

PUBLIC DOCUMENT. No.

JAN 13 1882

FIFTIETH ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTIO

AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1881.

BOSTON:

Rand, Avery, & Co., Printers to the Commonwealth,

117 Franklin Street.

1882.

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By mail.

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Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
SOUTH BOSTON, Oct. 18, 1881.

To the Hon. HENRY B. PEIRCE, *Secretary of State*, Boston.

DEAR SIR, — I have the honor to transmit to you, for the use of the legislature, a copy of the fiftieth annual report of the trustees of this institution to the corporation thereof, together with the usual accompanying documents.

Respectfully,

M. ANAGNOS,

Secretary.

OFFICERS OF THE CORPORATION.

1881–82.

SAMUEL ELIOT, *President.*
JOHN CUMMINGS, *Vice-President.*
EDWARD JACKSON, *Treasurer.*
M. ANAGNOS, *Secretary.*

BOARD OF TRUSTEES.

ROBERT E. APTHORP.
JOHN S. DWIGHT.
JOSEPH B. GLOVER.
J. THEODORE HEARD, M.D.
HENRY LEE HIGGINSON.
JAMES H. MEANS, D.D.
ROBERT TREAT PAINE, JUN.
EDWARD N. PERKINS.
SAMUEL M. QUINCY.
SAMUEL G. SNELLING.
JAMES STURGIS.
GEORGE W. WALES.

STANDING COMMITTEES.

Monthly Visiting Committee,

whose duty it is to visit and inspect the Institution at least once in each month.

1882.	January . . R. E. APTHORP.	1882.	July . . . R. T. PAINE, Jun.
	February . . J. S. DWIGHT.		August . . E. N. PERKINS.
	March . . . J. B. GLOVER.		September . S. M. QUINCY.
	April . . . J. T. HEARD.		October . . S. G. SNELLING.
	May . . . . H. L. HIGGINSON.		November . JAMES STURGIS.
	June . . . J. H. MEANS.		December . GEO. W. WALES.

Committee on Education.

J. S. DWIGHT.
R. T. PAINE, Jun.
S. M. QUINCY.

House Committee.

E. N. PERKINS.
G. W. WALES.
J. H. MEANS.

Committee of Finance.

R. E. APTHORP.
J. B. GLOVER.
JAMES STURGIS.

Committee on Health.

J. THEODORE HEARD.
E. N. PERKINS.
H. L. HIGGINSON.

Auditors of Accounts.

ROBERT E. APTHORP.
SAMUEL G. SNELLING.

OFFICERS OF THE INSTITUTION.

DIRECTOR.

M. ANAGNOS.

MEDICAL INSPECTOR.

JOHN HOMANS, M.D.

LITERARY DEPARTMENT.

Miss J. R. Gilman.
Miss E. S. Adams.
Miss Annie E. Carnes.
Miss Julia Boylan.

Miss Della Bennett.
Miss Mary C. Moore.
Miss Cora A. Newton.
Miss S. E. Lane, *Librarian.*

MUSICAL DEPARTMENT.

Thomas Reeves.
Frank H. Kilbourne.
Miss Freda Black.
Miss Lizzie Riley.
Miss Lucy Hammond.
Miss M. L. Drowne.
Orville Cadwell, *Assistant.*

Mrs. Kate Rametti.
C. H. Higgins.
Joseph R. Lucier.

Music Readers.

Miss Allie S. Knapp.
Miss Mary A. Proctor.

TUNING DEPARTMENT.

J. W. SMITH, *Instructor and Manager.*

INDUSTRIAL DEPARTMENT.

Workshops for Juveniles.

J. H. Wright, *Work Master.*
Miss A. J. Dillingham, *Work Mistress.*
Thomas Carroll, *Assistant.*
Miss H. Kellier, *Assistant.*

Workshop for Adults.

A. W. Bowden, *Manager.*
P. Morrill, *Foreman.*
Miss M. A. Dwelly, *Forewoman.*
Miss M. M. Stone, *Clerk.*

DOMESTIC DEPARTMENT.

Steward.

A. W. Bowden.

Matron.

Miss M. C. Moulton.
Miss E. Ware, *Assistant.*

Housekeepers in the Cottages.

Mrs. M. A. Knowlton.
Mrs. L. S. Smith.
Miss Bessie Wood.
Miss Lizzie N. Smith.

PRINTING DEPARTMENT.

Dennis A. Reardon, *Manager.*

Miss E. B. Webster, *Book-keeper.*

MEMBERS OF THE CORPORATION.

ALL persons who have contributed twenty-five dollars to the funds of the institution, all who have served as trustees or treasurer, and all who have been elected by special vote, are members.

Aldrich, Mrs. Sarah, Boston.
Alger, Rev. William R., Boston.
Ames, Mrs. H. A., Boston.
Amory, C. W., Boston.
Amory, James S., Boston.
Amory, William, Boston.
Anagnos, M., Boston.
Appleton, Miss Emily G., Boston.
Appleton, T. G., Boston.
Appleton, Mrs. William, Boston.
Apthorp, Robert E., Boston.
Apthorp, William F., Boston.
Atkinson, Edward, Boston.
Atkinson, William, Boston.
Austin, Edward, Boston.
Baldwin, William H., Boston.
Baker, Mrs. E. M., Boston.
Baker, Miss M. K., Boston.
Barbour, E. D., Boston.
Barrows, Rev. S. J., Dorchester.
Beal, J. H., Boston.
Beard, Hon. Alanson W., Boston.
Bennett, Mrs. Eleanor, Billerica.
Bigelow, E. B., Boston.
Blake, G. Baty, Boston.
Blanchard, G. D. B., Malden.
Bouvé, Thomas T., Boston.
Bowditch, Mrs. E. B., Boston.
Bowditch, J. I., Boston.
Bradlee, F. H., Boston.
Brewster, Osmyn, Boston.
Brimmer, Hon. Martin, Boston.
Brooks, Francis, Boston.
Brooks, Rev. Phillips, Boston.
Brooks, Shepherd, Boston.
Brooks, Susan O., Boston.
Browne, A. Parker, Boston.
Bullard, W. S., Boston.
Burnham, J. A., Boston.
Chandler, P. W., Boston.
Chandler, Theophilus P., Brookline.
Chase, Mrs. Theodore, Boston.
Cheney, Benjamin P., Boston.
Chickering, George H., Boston.
Childs, Alfred A., Boston.
Claflin, Hon. William, Boston.
Clapp, William W., Boston.
Clement, Edward H., Boston.
Cobb, Samuel T., Boston.
Conant, Mrs. Rebecca, Amherst, N.H.
Coolidge, Dr. A., Boston.
Coolidge, J. R., Boston.
Coolidge, Mrs. J. R., Boston.
Coolidge, J. T., Boston.
Coolidge, Mrs. J. T., Boston.
Crane, Zenas M., Dalton.
Crosby, Joseph B., Boston.
Cummings, Charles A., Boston.
Cummings, Hon. John, Woburn.
Curtis, Mrs. Charles P., Boston.
Dana, Mrs. Samuel T., Boston.
Dalton, C. H., Boston.
Dalton, Mrs. C. H., Boston.
Davis, James, Boston.
Deblois, Stephen G., Boston.

Devens, Rev. Samuel A., Boston.
Ditson, Oliver, Boston.
Dix, J. H., M.D., Boston.
Dwight, John S., Boston.
Eliot, Dr. Samuel, Boston.
Emery, Francis F., Boston.
Emery, Isaac, Boston.
Emmons, Mrs. Nath'l H., Boston.
English, James E., New Haven, Conn.
Endicott, Henry, Boston.
Endicott, William, jun., Boston.
Farnam, Mrs. A. G., New Haven, Conn.
Farnam, Henry, New Haven, Conn.
Fay, Miss Sarah B., Boston.
Fay, Mrs. S. S., Boston.
Fellows, R. J., New Haven, Conn.
Fisk, Rev. Photius, Boston.
Folsom, Charles F., M.D., Danvers.
Forbes, J. M., Milton.
Freeman, Miss Hattie E , Boston.
Frothingham, A. T., Boston.
Galloupe, C. W., Boston.
Gardiner, Charles P., Boston.
Gardiner, William H., Boston.
Gardner, George, Boston.
Gardner, George A., Boston.
Glover, J. B., Boston.
Goddard, Benjamin, Brookline.
Goddard, Delano A., Boston.
Gray, Mrs. Horace, Boston.
Greenleaf, Mrs. James, Charlestown.
Greenleaf, R. C., Boston.
Grover, W. A., Boston.
Guild, Mrs. S. E., Boston.
Hale, Rev. Edward E , Boston.
Hale, George S., Boston.
Hall, J. R., Boston.
Hall, Miss L. E., Charlestown.
Hardy, Alpheus, Boston.
Haskell, Edwin B., Auburndale.
Heard, J. T., M.D., Boston.
Higginson, George, Boston.
Higginson, Henry Lee, Boston.
Hill, Hon. Hamilton A., Boston.
Hilton, William, Boston.
Hogg, John, Boston.
Hooper, E. W., Boston.
Hooper, R. W., M.D., Boston.
Hovey, George O., Boston.
Hovey, William A., Brookline.
Howe, Mrs. Julia Ward, Boston.
Howes, Miss E., Boston.
Houghton, Hon. H. O., Cambridge.
Hunnewell, H. H., Boston.
Hunt, Moses, Charlestown.
Hyatt, Alpheus, Cambridge.
Inches, H. B., Boston.
Jackson, Charles C., Boston.
Jackson, Edward, Boston.
Jackson, Patrick T., Boston.
Jackson, Mrs. Sarah, Boston.
Jarvis, Edward, M.D., Dorchester.
Jones, J. M., Boston.
Kendall, C. S., Boston.
Kennard, Martin P., Brookline.
Kidder, H. P., Boston.
Kinsley, E. W., Boston.
Lang, B. J., Boston.
Lawrence, Abbott, Boston.
Lawrence, Amos A., Longwood.
Lawrence, Edward, Charlestown.
Lawrence, William, Boston.
Lincoln, L. J. B., Hingham.
Littell, Miss S. G., Brookline.
Lockwood, Mrs. Alice, Providence, R.I.
Lodge, Mrs. A. C., Boston.
Lord, Melvin, Boston.
Lothrop, John, Auburndale.
Lovett, George L., Boston.
Lowell, Augustus, Boston.
Lowell, Miss A. C., Boston.
Lyman, Arthur T., Boston.
Lyman, George H., M.D., Boston.
Lyman, George W., Boston.
Lyman, J. P., Boston.
Mack, Thomas, Boston.
May, Miss Abby, Boston.
May, F. W. G., Dorchester.
May, Mrs. Samuel, Boston.
Means, Rev. J. H., D D., Dorchester.
Merriam, Mrs. Caroline, Boston.
Merriam, Charles, Boston.
Minot, William, Boston.
Montgomery, Hugh, Boston.
Morrill, Charles J., Boston.

Morton, Edwin, Boston.
Motley, Edward, Boston.
Nichols, J. Howard, Boston.
Nichols, R. P., Boston.
Nickerson, Mrs. A. T., Boston.
Nickerson, George, Jamaica Plain.
Nickerson, S. D., Boston.
Noyes, Hon. Charles J., Boston.
Osborn, John T., Boston.
Paine, Mrs. Julia B., Boston.
Paine, Robert Treat, jun., Boston.
Parker, Mrs. E. P., Boston.
Parker, E. F., Boston.
Parker, H. D., Boston.
Parker, Richard T., Boston.
Parkman, Francis, Boston.
Parkman, George F. Boston.
Parkman, Rev. John, Boston.
Parsons, Thomas, Chelsea.
Payson, S. R., Boston.
Peabody, Rev. A. P., D.D., Camb'ge.
Peabody, F. H., Boston.
Peabody, O. W., Milton.
Perkins, Charles C., Boston.
Perkins, Edward N., Jamaica Plain.
Perkins, William, Boston.
Peters, Edward D., Boston.
Phillips, John C , Boston.
Pickman, W. D., Boston.
Pickman Mrs. W. D., Boston.
Pierce, Hon. H. L., Boston.
Pratt, Elliott W., Boston.
Pratt, Miss Mary, Boston.
Prendergast, J. M. Boston.
Preston, Jonathan, Boston.
Quincy, Hon. Josiah, Wollaston.
Quincy, Samuel M., Wollaston.
Rice, Hon. A. H., Boston.
Robeson, W. R., Boston.
Robinson, Henry, Reading.
Rogers, Henry B., Boston.
Rogers, Jacob C., Boston.
Ropes, J. S., Jamaica Plain.
Rotch, Benjamin S., Boston.
Rotch, Mrs. Benjamin S., Boston.
Russell, Miss Marian, Boston.
Russell, Mrs. S. S., Boston.
Salisbury, Stephen, Worcester.
Saltonstall, H., Boston.
Saltonstall, Leverett, Newton.
Sanborn, Frank B., Concord.
Sargent, I., Brookline.
Schlesinger, Sebastian, Boston.
Sears, David, Boston.
Sears, Mrs. K. W., Boston.
Sears, Mrs. S. P., Boston.
Sears, W. T., Boston.
Shaw, Mrs. G. H., Boston.
Shaw, Quincy A., Boston.
Sherwood, W. H., Boston.
Shimmin, C. F., Boston.
Shippen, Rev. Rush R., Jamaic Plain.
Slack, C. W., Boston.
Snelling, Samuel G., Boston.
Stone, Joseph L., Boston.
Sturgis, Francis S., Jamaica Plain.
Sturgis, James, Jamaica Plain.
Sullivan, Richard, Boston.
Sweetser, Mrs. Anne M., Boston.
Taggard, B. W., Boston.
Taggard, Mrs. B. W., Boston.
Thaxter, Joseph B., Hingham.
Thayer, Miss A. G., Andover.
Thayer, Rev. George A., Boston.
Thayer, Nathaniel, Boston.
Thorndike, S. Lothrop, Cambridge.
Tucker, Alanson, Boston.
Tucker, W. W., Boston.
Turner, Miss Abby W., Boston.
Upton, George B., Boston.
Wales, George W., Boston.
Wales, Miss Mary Ann, Boston.
Wales, Thomas B., Boston.
Ward, Samuel, New York.
Ware, Charles E., M.D., Boston.
Warren, S. D., Boston.
Washburn, Hon. J. D., Worcester.
Weld, W. G., Boston.
Wheelwright, A. C., Boston.
Wheelwright, John W., Boston.
Whitman, Sarah W., Boston.
White, B. C , Boston.
Whiting, Ebenezer, Boston.
Whitney, Edward, Belmont.
Whitney, E., Boston.

Whitney, Mrs., Boston.
Whitney, Miss, Boston.
Wigglesworth, Miss Ann, Boston.
Wigglesworth, Edw., M.D., Boston.
Wigglesworth, Miss Mary, Boston.
Wigglesworth, Thomas, Boston.
Wilder, Hon. Marshall P., Dorch.
Winslow, Mrs. George, Roxbury.
Winsor, J. B., Providence, R.I.
Winthrop, Hon. Robert C., Boston.
Winthrop, Mrs. Robert C., Boston.
Wolcott, J. H., Boston.
Wolcott, Mrs. J. H., Boston.
Woods, Henry, Paris, France.
Worthington, Roland, Roxbury.
Young, Charles L., Boston.

PROCEEDINGS

OF THE

ANNUAL MEETING OF THE CORPORATION.

Boston, October 12, 1881.

The meeting was called to order by the president, Dr. Samuel Eliot, at 3 P.M.

The minutes of the last annual meeting were read by the secretary, and declared approved.

The report of the trustees and that of the director were presented, accepted, and ordered to be printed with the usual accompanying documents.

The following preamble and resolutions, presented by Mr. John S. Dwight, were unanimously passed: —

"In view of the fact that this institution has now entered upon the fiftieth year of its existence, and in accordance with the suggestions contained in the annual report of the trustees, as well as in the very interesting and instructive history of all that Europe and America have done toward the education of the blind, to which we have just listened from the director, it is hereby

"*Resolved*, 1, that the semi-centennial anniversary of the Perkins Institution and Massachusetts School for the Blind shall be publicly celebrated at the close of the current school year, in June, 1882, by appropriate exercises, in which pupils, teachers, graduates, and friends of the school shall take part in one of the largest halls or theatres of the city.

"*Resolved*, 2, that the chair do here and now appoint three

members of the corporation, who shall mature the plan, and have charge of all the arrangements of the festival."

Messrs. Dwight, William F. Apthorp, and Samuel M. Quincy, were appointed by the president to arrange for the festival.

Mr. Dwight presented also the following resolution, which was unanimously accepted: —

"*Resolved*, that the corporation feels it a pleasant duty, in the name of the school, past and present, and of all friends of the blind, to acknowledge a long-standing debt of gratitude to the musical societies of Boston, which have year after year freely extended to the pupils of this institution such abundant opportunities of hearing the best performances of what is best in music; and equally to the many individual artists who have sent them invitations to their concerts, or have even sought them here in their school home, and sung and played to them through many a delightful evening in their own music-hall." [For the names of societies and artists, see list of acknowledgments, pp. 121, 122 and 123.]

On motion of Mr. Samuel G. Snelling, the following votes were unanimously passed: —

"*Voted*, that the thanks of the corporation be hereby tendered to the contributors to the printing fund, to whose kindness and generosity the blind will be forever indebted; and to the editors of the leading newspapers for the efficient and disinterested aid which they have so promptly and gratuitously rendered.

"*Voted*, that further subscriptions be solicited to the amount of thirty-eight thousand dollars, which will complete the sum of the printing endowment asked for by the board of trustees."

All the officers of the past year were then re-elected, with the exception of the treasurer, Mr. P. T. Jackson, who expressed a wish to retire, and in whose place Mr. Edward Jackson, his brother, was chosen.

"*Voted*, that the thanks of the corporation be presented to the retiring treasurer, Mr. P. T. Jackson, for the faithful discharge of his duties, and for the interest which he has manifested in the prosperity of the institution."

The following persons were afterwards added to the list of the corporators by a unanimous vote: A. C. Wheelwright, Benjamin P. Cheney, Edward H. Clement, Samuel T. Cobb, Miss L. E. Hall, and Miss Eveline A. Everett.

The meeting was then dissolved, and the members of the corporation proceeded, with the invited guests, to visit the school and inspect the premises.

M. ANAGNOS,

Secretary.

Commonwealth of Massachusetts.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
SOUTH BOSTON, Sept. 30, 1881.

TO THE MEMBERS OF THE CORPORATION:

Gentlemen, — The undersigned trustees respectfully submit to your consideration their FIFTIETH annual report for the financial year ending September 30, 1881.

This communication embraces a brief account of their transactions and of the progress and present condition of the school, and is accompanied by such documents as are required by law and custom.

It is with a feeling of sincere pleasure that we proceed to place on record the events of the past year. On no former occasion have circumstances so auspicious attended the performance of this duty.

A high degree of prosperity has been enjoyed by the institution. Its objects have been pursued with diligence and success, and the state of its affairs is generally satisfactory.

The present total number of blind persons immedi-

ately connected with the institution, in all its departments, as pupils, instructors, employés and work men and women, is 162.

The health of the household has again been remarkably good, and it is a cause of much thankfulness that neither any of the epidemic diseases which have been prevalent in the community, nor death, have entered the school.

Order and discipline have been admirably preserved without resort to severe or harsh measures, and the march of progress is observable in all the departments of the institution.

In the management of the affairs of the school there is a fixed and definite policy, which consists in adhering to what is good, in improving what is imperfect, in strengthening what is weak but useful, and in adopting what is pointed out by the light of experience and science as best adapted to the wants of the blind.

The trustees express themselves with entire approbation with regard to the state of the school, the fidelity and efficiency with which instruction has been imparted, and the disposition and capacity of the greater portion of the pupils to profit by it. They feel that a great amount of good work has been accomplished, and that the establishment has continued to dispense among the blind of New England intelligence and culture, making them diffusive as sunshine, causing them to penetrate into every hamlet and dwelling, and, like the vernal sun, quickening into life the seeds of usefulness and worth, wherever the prodigal hand of nature may have scattered them.

Present State of the School.

The institution continues to be in a flourishing condition, and its influence and importance as the most effective agency for developing the capacities of the blind, and enabling them to become independent workers with hand and brain, increase from year to year.

The establishment is provided with appliances and apparatus of the most approved kind, and is well appointed in all its departments, which are so arranged as to form a cluster of fruitful branches to crown the solid trunk of the parent tree.

The business of the school has been carried on in a very satisfactory manner, and the results of its workings, which have been witnessed from time to time during the year by members of our board, have been thorough and solid. This was manifestly shown in the searching examinations, and at the graduating exercises, which were held at the close of the term in the music-hall of the institution.

Few occasions could be more interesting and gratifying than these exercises. They were attended by a select and cultivated audience, and proved enjoyable in every particular. The pupils showed careful training, and proficiency in their literary studies and music; and, as one of the leading newspapers said, seemed to stand quite on a par with seeing youth of the same age; the compositions and essays which they read displayed excellent taste and good culture; and their bearing and appearance were everything that could be desired.

The interest of the occasion was enhanced by the eloquent and appropriate remarks of the president of

the corporation, Dr. Samuel Eliot (who presented the diplomas to the graduates), Mrs. Julia Ward Howe, Hon. A. W. Beard (collector of the port), Rev. Phillips Brooks, D.D., Col. T. W. Higginson, and Mr. William H. Baldwin.

Owing to the smallness of our hall, the invitations to the exercises were limited to the benefactors and immediate friends of the institution, and a large number of eager applications for admission were necessarily refused. This circumstance was certainly very disadvantageous, and no one could regret it more deeply and more sincerely than the authorities of the institution.

Finances.

The report of the treasurer, Mr. P. T. Jackson, which is herewith submitted, shows the financial condition of the institution to be very satisfactory.

It appears therefrom that the amount of cash on hand Oct. 1, 1880, was,

On general fund	$1,227 43	
Total receipts during the year. . .	77,324 20	
		$78,551 63
Total expenditures		79,839 79
Balance due to the treasurer		$1,288 16

To aid in a thorough examination of the financial concerns of the establishment, the report of the treasurer is accompanied by an analysis of the steward's accounts, which gives specific information in regard to the principal articles consumed, their quality, and the aggregate price paid for each.

The general work of the establishment has been directed with discretion, and efficiency has been secured

at a moderate cost. Wise foresight and system in all things; the utmost economy consistent with the health and comfort of the household; care to avoid losses, and judicious expenditure of money, are items of paramount importance in the management of the finances of the institution, and have received constant and undivided attention.

The accounts have been regularly audited at the end of each month by a special committee appointed by our board for the purpose, and have been found properly cast and correctly kept.

The trustees take this opportunity of acknowledging their great obligation to the treasurer of the corporation, Mr. P. T. Jackson, for the diligence, courtesy and promptness with which he has discharged his onerous duties, and for the personal interest which he has shown in the welfare and prosperity of the school.

Repairs and Improvements.

The work of renovating the interior of the main building, which was begun several years since, has been carried a few steps forward during the summer vacation.

In the rotunda, the ceiling and walls have been replastered, painted and decorated; the old and dilapidated doors and frames have been replaced by new ones of hard wood; new marble tiles have been laid, and the whole appearance of this part of the building has been refreshed and greatly improved.

The large and small reception-rooms and the office have been wainscotted with hard wood, replastered and frescoed, and all the doors, frames and blinds in the same rooms renewed.

One of the boys' sitting-rooms has undergone a similar process of renovation, and has been made as attractive as might be.

A tunnel has been constructed from the southern to the northern end of the west wing of the building for the purpose of running all the steam and water pipes through it, and thus rendering them accessible for examination and repairs.

Several other alterations and improvements of a minor character have been made during the past year; but the high price of labor and materials, and the want of funds at our disposal, have compelled us to restrict our operations in this direction to a very small area, and to undertake a great deal less than ought to have been done.

A desirable piece of land of about forty-one thousand square feet, adjacent to the lot on which our stable and the workshop for adults stand, and facing Fifth street, has been purchased at a reasonable price.

This land is a valuable addition to our grounds, and will afford great facilities for the future development of the institution. There is space enough upon it for the reconstruction and re-arrangement of the workshop and the printing-office, and for the erection of a kindergarten, or primary department, for such poor little children as are too young to be received in a mixed school like ours, and are wasting away under the rust of neglect and the want of sufficient food and proper care and training.

Embossing Books for the Blind.

We take great pleasure in reporting that the work of our printing department has been carried on during the past year with unusual vigor and on a larger scale than heretofore, and that ten new books have been issued by our press. At no previous period in the history of this enterprise has such activity been exhibited, and so much matter embossed in so short a time, as in the course of the last eleven months.

Our publications have been mostly confined to two series of selections from the works of British and American authors: one of prose and the other of poetry.

The first of these series comprises Freeman's "Elementary History of Europe;" Huxley's "Introductory Science Primer;" Goldsmith's "Vicar of Wakefield;" Dickens's "Christmas Carol," with copious extracts from the "Pickwick Papers;" and two volumes of brief stories, sketches, and essays selected from the writings of Hawthorne, Washington Irving, Longfellow, Whittier, Holmes, Lowell, Thoreau and Emerson.

In the second series one volume is devoted to Pope's works, two to Longfellow's, one to Tennyson's, and one to Whittier's. In each of these four volumes, in addition to a large number of the smaller favorite poems, are included such masterpieces as the "Essay on Man" and the "Rape of the Lock;" "Evangeline" and the "Courtship of Miles Standish;" "In Memoriam," "Enoch Arden" and the "Lady of Shalott;" "Snow-bound," "Among the Hills" and the "Hero." A comprehensive biographical and critical sketch of each author is prefixed to the selections from his works.

Both of these series will be continued, and a number of other books adapted to the wants of juvenile readers, as well as to those of advanced pupils, are either in preparation or in contemplation.

The first edition of Higginson's "History of the United States," which was printed and electrotyped at the expense of a generous friend and benefactor of the blind, was received with such eagerness and appreciation, that it was entirely exhausted, and a second one has just been issued.

Through the generosity of Mr. Robert Treat Paine, jun., we have in press a volume of Lowell's poems. This is to be followed by selections from the works of Holmes, Bryant, Emerson, Scott, Macaulay, Moore, Byron, and others.

A collection of appliances and tools, which was intended to be used in an establishment for embossing books and manufacturing tangible apparatus for the blind, was recently to be sold, and we took the opportunity of purchasing such of them as could be made serviceable by alterations and improvements, effected at a moderate additional expense.

Our printing department is now complete in all its equipments, and supplied with ample facilities to do good and steady work for many years to come.

The Printing Fund.

The necessity of a library, in the more positive and permanent sense of the word, for the use of the blind has been acknowledged since the organization of the institution; and the earnest efforts of Dr. Howe for the multiplication of select books in embossed print were

unwearied and incessant. Great as was his success, however, and generous as had been the response which his enthusiastic exertions met with, the public mind was hardly yet ripe for the idea of raising an adequate endowment, the income of which should be sufficient to render our printing department a perennial source of happiness and improvement to the blind all over the country.

For the attainment of this grand object, a movement was inaugurated last winter, which, fostered by the distribution of a large number of copies of a circular issued by our press in raised print, and sustained by the active sympathy and the disinterested aid of the leading newspapers, resulted in the voluntary contribution of about seven thousand dollars. The conjuncture seemed an opportune one for the promotion of the cause, and measures were taken to improve it.

On the 18th of March, a committee was appointed to solicit subscriptions to the amount of seventy-five thousand dollars in addition to that which had already been contributed, and on the first day of April an appeal was made at a public meeting, which was held for the purpose in Tremont Temple. This occasion was in the highest sense characteristic of Boston, and proved exceedingly interesting. His Excellency Governor Long presided, and made the opening address, and Rev. Phillips Brooks, Rev. E. E. Hale, Mrs. Julia Ward Howe, Rev. A. A. Miner, Rev. F. M. Ellis, and Rev. James Freeman Clarke presented in the most eloquent and impressive manner the wants and claims of the blind, supported by an array of undisputed facts which it may not be out of place to rehearse and sum up in this connection.

The cost of printing in relief very much exceeds that of producing a book in the ordinary way. The fact that the blind cannot obtain a copy of the Bible which they can read for less than twenty dollars, while seeing people pay from twenty-five to fifty cents for one, is a striking illustration of this point. But, even if the price of embossed books were not so high, there are but very few sightless persons who are so favored with the goods of this world as to be able to purchase them, for blindness is usually begotten of poverty, and in some instances it begets it. On the other hand, a little reflection will convince us that they need books more than we do.

The blind possess all the human attributes, and are endowed with native capacities for improvement and for enjoying the delights of nature. Their sentiments, feelings, affections, desires, ambitions, and aspirations are identical with ours; but a part of the objective knowledge which ministers to all these, and which is specially the legitimate product of the power of vision, is not so easily attainable in their case. The majestic forms of the clouds, the colors of the rainbow, the plumage of the birds, the tints of the flowers, all the glad outward world, the varieties of trees and plants, the products of art, the wonders of nature, and the marvellous creations of man's genius, so far as the physical perceptions are concerned, are a blank to the blind. The dark veil which covers their eyes renders all the vast wealth of information and the means of daily comfort and enjoyment which are derived from the mere sight of natural objects inaccessible to them. Wherever they go they carry with them their chamber of

darkness and isolation. Their night is in many cases a continuous one from the cradle to the grave. They long, therefore, for intellectual light, for the means of cheering their lonely hours, of lightening the burden of their calamity, and of brightening their existence. They pine and parch within a very short distance of the fountain. Dr. Brooks has aptly likened the embossed page to the "window through which the blind can look upon the great world of wit and wisdom, poetry and science." But the supply of such publications as are calculated to introduce into the mind of the blind, through the tips of their fingers, a flood of light is exceedingly inadequate to the evident need. When the strong and striking contrast between the library of the sightless and that of the seeing is remembered, the scantiness of the one is pathetic as compared with the overflowing abundance of the other. One hundred books stand on the shelves of our institution, some of which are nearly worn out by constant use: three hundred and ninety thousand on those of the public library of the city of Boston. In order to remedy this inequality, and to provide the inestimable blessing for the blind of an adequate library, we have brought their case before the public, and have appealed for a fund of seventy-five thousand dollars, which, added to previous contributions and donations, would make the total amount one hundred thousand dollars. The income of this endowment will enable us to issue from ten to twelve new books every year, and to place sets of them in the leading libraries of New England and of all the large cities of the union for free use, thus rendering embossed publications as accessible to the sightless as works in common print are to those who can see.

Perhaps no feature in the whole history of the development of the educational system for the blind is of greater interest or more full of encouragement than the generous spirit with which the plan of raising a permanent printing-fund was received by the community. The energy, nay the enthusiasm, which this project has awakened is only comparable to that benevolent activity which marked the beginnings of the first movement in behalf of the blind, of which the present is the legitimate outcome and continuation. Its spirit is indeed precisely identical with that which prompted the early efforts in this field of beneficence. The original instructors said: "Give us light to clear these darkened paths." To-day we say: "Give us more oil to keep that light burning." Like the perpetual lamp of the sanctuary, it must not be suffered to go out for an instant; and it is our constant aim and desire to preserve its bright flame. But no man can work alone and unaided, however sacred and important his task; and the helping hands which have been stretched forth to us have brought the attainment of our object as near as could be reasonably expected within so short a space of time.

Words fail to express the deep gratitude of the blind towards these their generous benefactors; but their brightened minds, like polished mirrors, will reflect, through the far years, the goodness and beauty which radiate towards them from the noble hearts of their friends and well-wishers. To the beneficent kindness of these munificent donors the projected library for the blind will stand as a monument in perpetuity. We may liken it to a grand column of light and wisdom; but the capital is still missing. Thirty-eight thousand

dollars are wanting to complete it. Let us appeal once more for this amount, hoping that the generous and the benevolent of the community will respond readily to the need of the blind, and will not deny to them the whole loaf of that bread of intellectual life for which they ask.

Work Department for Adults.

A fair amount of work has been done in this department during the past year, but its financial condition is still far from satisfactory.

The receipts from all sources, from the first day of October, 1880, to the 30th of September, 1881, have amounted to $14,118.41, being more by $175.34 than those of the previous year.

The expenses for materials, labor, and all other items have been $15,658.69.

Thus the balance on the wrong side of the sheet is $1,186.33, whereas the sum of $990.03 was paid out of the treasury of the institution the previous year.

The number of blind persons employed in this department was 19; and the amount paid in cash to them, as wages for their work, was $3,435.03, or $248.31 more than in 1880.

This department was never designed as a source of income to the institution. Its main object is to assist adult blind persons in deriving support from their own industry, by providing them with more regular work than they would be able to obtain by their own individual efforts. This laudable end has been persistently pursued amidst great and discouraging difficulties, and a number of respectable men and women have been

rescued from the grasp of poverty and the degradation of dependence upon alms.

But this department is far from being self-sustaining: on the contrary, it has for many years entailed a heavy loss upon the institution; and we feel again constrained to request our fellow-citizens to come to our relief by increasing their patronage, and extending orders for goods made in our workshops, which we warrant to be such as they are represented in every respect.

Exhibits of the Work of the Institution.

The fine exhibit of articles of fancy-work, books in raised print, and educational appliances, sent last year to the world's fair at Melbourne, Australia, has received due notice, and we are informed that a medal has been awarded to the institution. This new mark of approbation is quite gratifying, and bears witness to the spirit of progress and improvement which permeates the various departments of the establishment.

We have also another exhibit at the Mechanics' Fair this year, which is presided over by one of the graduates of the school. It represents the work of the institution in several of its branches; and comprises mattresses, pillows, door-mats, cushions, specimens of embossed books issued by our press, maps in relief, and fancy-work from the girls' department, ranging all the way from fine lace to hammocks and Indian baskets. The whole makes an attractive display.

Semi-centennial Anniversary.

The institution entered upon the fiftieth year of its organization in August last, and with the close of the

present school session will occur the first semi-centennial anniversary of its existence.

The time which has elapsed since then has seen wondrous changes; and in no instance more remarkable than in the matter of the education of the blind. The little band of six pupils first gathered together by Dr. Howe, in his father's house on Pleasant street, has expanded into whole ranks and files of pupils, graduates and candidates. Useful blind citizens have finished their honored career and gone to their graves. Young children are constantly coming to us for the first rudiments of education. Music teachers, tuners of pianofortes, mechanics, men of business, trained and fitted for the efficient practice of their respective professions and arts under the fostering care of the school, ply their avocations actively in all the towns and villages of New England. The timid blind child, hardly trusting his feet to move alone, or his hands to trace the first letters of the alphabet, to-day walks among us as the self-poised, self-dependent man, managing his own affairs, assisting in those of others, scorning the idea of being a recipient of alms, helpful, respected, intelligent and industrious.

In looking over the annals of the institution, and recounting the changes through which it has passed and the work it has accomplished, we cannot but see that it has been to the blind of New England what the heart is to the human body, — the centre and source of their mental vitality and power, the spot from which the young, fresh, and bright stream of intellectual and moral light is distributed in every direction to strengthen their character, awaken their dormant powers, and illumine their darkened path in life.

The report of the director, which is herewith submitted, instead of being confined to a review of the work of the past year, with suggestions for changes and improvements, is mostly devoted to a brief historical sketch of the origin, rise and progress of the science of the education of the blind, from the earliest times to this day. As the present is the fiftieth report of the institution, — the first one having been issued in the form of an address a few months after its organization, — the occasion seems eminently suitable for such an account.

We trust that the corporation will also take the necessary measures to celebrate the semi-centennial anniversary of the establishment at the close of the school year in a fitting manner.

Closing Remarks.

Before taking leave of the corporation, we would fain express our conviction that the institution is successfully performing the work assigned to it, as one of the agencies which have for their object the weal of humanity, and that it deserves the confidence, sympathy and support of the community. As regards the number of those who are benefited by it, and the degree of relief which their affliction receives from its ministrations, there is, in our opinion, no manifestation of benevolence more striking, and no enterprise of philanthropy more important, than that which raises the blind to a participation in the enjoyments and responsibilities of life.

It is gratifying to remark that the spirit which seems to prevail everywhere in the establishment is that of a well-ordered and harmonious home, and that the end

kept in view by its management is to supply to the pupils those kindly domestic influences which are so important in the education of youth. The school is particularly fortunate in having its work carried on by a band of teachers and officers highly qualified for the performance of the duties of their respective places. The general improvement made under their care and exertions is not a mere sign of spasmodic activity, but a solid manifestation of the steady application of a well-conceived and matured plan.

Conscious that the duties devolving upon our board have been faithfully discharged, we gladly invite examination and criticism of our administration of the affairs of the institution.

In conclusion, we would tender our thanks and grateful acknowledgments to the legislative bodies of Massachusetts and the other states of New England, and to all who have afforded their assistance and coöperation in the promotion of the great cause of the education of the blind.

All which is respectfully submitted by

ROBERT E. APTHORP,
JOHN S. DWIGHT,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
HENRY LEE HIGGINSON,
JAMES H. MEANS,
ROBERT TREAT PAINE, JUN.,
EDWARD N. PERKINS,
SAMUEL M. QUINCY,
SAMUEL G. SNELLING,
JAMES STURGIS,
GEORGE W. WALES,

Trustees.

THE REPORT OF THE DIRECTOR.

To the Trustees.

Gentlemen, — With the revolution of another year, it has again become my duty to submit to your board a report of the progress and present condition of the institution, touching incidentally upon such topics as may be germane to the education of the blind.

It is a pleasant and encouraging task to review the work of the past year, for it shows a steady progress in its character and a preponderance of good in its results.

The method of conducting the affairs of the institution, the daily routine of its internal life, the system of instruction, and the general principles upon which the physical, intellectual and moral training of the pupils is based, although modified and improved in some of their details, have, in the main, been preserved the same as heretofore.

The house has been kept in good condition; the pupils have been properly cared for; and additional facilities, of more or less importance, for the efficient prosecution of our work, have been introduced in nearly every department of the establishment.

Progress in knowledge, good order, happiness and contentment, resulting from a judicious division of their time into hours of study and practice, labor and amuse-

ment, exercise and rest, is noticeable among the scholars, and may be considered as the legitimate fruit of the well-matured plans and earnest endeavors of the teachers and officers of the institution.

Increased experience in our work stimulates our energies and quickens our zeal for its more thorough and satisfactory performance. Full well we know that we are far from having reached the highest attainable point; and yet we cannot but hope that the amount of positive good gained, and of evil removed, through the agency of the school from year to year, is steadily increasing. A mere repetition, however, in a perfunctory fashion, of what has hitherto been done, or the performance of approximately the same work in a somewhat better manner, is not sufficient. In order to advance the cause of the education of the blind, and bring it within the limits indicated by science and prescribed by the nature of their case, we must strive to overcome more difficulties, and to surmount every obstacle that can be reached by human perseverance.

Number of Inmates.

The total number of blind persons connected with the various departments of the institution at the beginning of the past year, as teachers, pupils, employés, and work men and women, was 156. There have since been admitted 27; 21 have been discharged, making the present total number 162. Of these, 144 are in the school proper, and 18 in the workshop for adults.

The first class includes 128 boys and girls, enrolled as pupils, 13 teachers, and 3 domestics. Of the pupils there are now 109 in attendance; 19 being temporarily

absent on account of illness, or from various other causes.

The second class comprises 14 men and 4 women, employed in the industrial department for adults.

The number of pupils is rapidly increasing. There never were so many young children, and particularly little girls, received at the beginning of any previous school session as this year. Most of them seem to be quite intelligent and promising, while in a few cases the disease which has caused the loss of sight has undermined the constitution and weakened the mental faculties.

Sanitary Condition.

It is a source of great pleasure to be able to report again that during the past year the school has not been visited by death, and that the members of the household have been entirely free from epidemic or other diseases.

We are, no doubt, greatly indebted to the salubrity of the location of the institution for the general prevalence of health, which is the more remarkable from the fact that many of our inmates are victims of scrofula, or have a predisposition to some form of disease, often, perhaps, that which originally caused their blindness. But regularity of living, wholesomeness of diet, a proper regard to personal habits, and prompt attention to ordinary ailments, together with exercise in the open air and under shelter, serve in many cases to mitigate or remove these tendencies, and conduce to the good measure of health which our pupils enjoy, as well as to their success in their various pursuits.

Scope of the Education of the Blind.

"Sightless to see and judge through judgment's eyes,
To make four senses do the work of five,
To arm the mind for hopeful enterprise,
Are lights to him who doth in darkness live."

These words of an old poet concisely express and strikingly set forth the object of the education of the blind. They show the nature of its work and the extent of its scope. They indicate that it should be broad in its aims, comprehensive in its purposes, and thorough in its character.

A system for the efficient and proper training of the blind, in order to be successful and productive of good results, should be adapted to the special requirements of their case, and calculated to meet the exigencies resulting from their affliction, and to promote the full development of their remaining faculties and the harmonious growth of their powers. It should constitute a sort of physical, intellectual and moral gymnasium, preparatory for the great struggle in the arena of life, and should include that finishing instruction as members of society which Schiller designated as the "education of the human race," consisting of action, conduct, self-culture, self-control, — all that tends to discipline a man truly, and fit him for the proper performance of his duties and for the business of life. A mere literary drill; or any exclusive and one-sided accomplishment, cannot do this for the blind. It will prove insufficient and incomplete at its best. Bacon observes, with his usual weight of words, that "studies teach not their use; but there is a wisdom without them and above

them, won by observation;" and all experience serves to illustrate and enforce the lesson, that a man perfects himself by work blended with reading; and that it is life elevated by literature, action quickened by study, and character strengthened by the illustrious examples of biography, which tend perpetually to purify and renovate mankind.

A brief review of the work of the various departments of the institution will show that neither efforts nor any means within our reach have been spared to "arm the mind of the blind for hopeful enterprise," to equip them well to make a successful struggle with the odds that are against them, and to enable them to grapple resolutely with the difficulties opposing their advancement to usefulness and independence.

Literary Department.

The work of this department has been carried on with earnestness and success; and its present condition is highly satisfactory.

The course of instruction marked out some time since has been followed, during the past year, steadily and with satisfactory results.

The progress made by the pupils in their respective studies is generally commendable, and attests their diligence and application, as well as the skill and fidelity of their teachers.

No means have been spared during the past year to render the school efficient in its workings, progressive in its methods, well supplied with apparatus for tangible illustration, and complete in its curriculum.

The instruction of our teachers has been mostly given

in the form of direction, rather than in that of didactics. They have taken care that the natural activity of the scholars should have an opportunity for free exercise.

Mechanical teaching has been persistently avoided; and the system of requiring the pupils to commit stolidly to memory the contents of text-books, to recite meaningless rules glibly, and to learn crude and obscure statements of abstract theories and wordy definitions by heart, has no place whatever in our school. On the contrary, the time is devoted to the nurture of the intellectual faculties, to the development of the mental powers from which ideas are born, and to the acquisition of those great truths which relate to the happiness of the human race and to the general welfare of mankind.

In the primary departments of the school the educational processes have been preëminently objective, synthetic, inductive, and experimental; while in the advanced divisions they have been subjective and analytic as well, — deductive as well as inductive, and philosophical as well as experimental. In the high classes, a broad and deep foundation has been laid for future achievement. Here the pupils have attained a good degree of scholarship and culture, which increases the strength and fertilizes the resources of their mind. Here they have been taught how to command their powers and direct their energies. Here they have been furnished with all available facilities to prepare themselves for a useful career in life.

I am exceedingly sorry to be obliged to report that the corps of teachers has not preserved its integrity;

but that two changes have occurred in it during the past year. Miss S. L. Bennett, having found, after a few weeks' rest, that her strength was not sufficiently restored to enable her to discharge her duties efficiently and conscientiously, felt obliged to decline a re-appointment, and Miss Cora A. Newton, of Fayville, a graduate of the State Normal School at South Framingham, was elected to fill her place. Miss M. L. P. Shattuck resigned a few weeks before the commencement of the term to accept the principalship of the training-school for girls at Haverhill, and Miss Julia R. Gilman, a lady of long experience and devotion to our work, was promoted as first teacher in the boys' department. Miss Annie E. Carnes, of Attleborough, a graduate of the State Normal School at Bridgewater, was appointed to fill the vacancy created by this promotion.

Kindergarten and Object-teaching.

The blind usually experience great difficulty, not only in getting a clear idea of things from mere descriptions, but in obtaining, by feeling, correct notions of the forms of objects to which they have not been accustomed; and this is a serious drawback to their acquiring much valuable and practical information. This difficulty arises not from any general defect in their powers of sensation, — for these are in the majority of cases not in the least affected by the causes which produce blindness, — but rather from the want of a special and thorough training of the sense of touch.

To remedy this important evil as far as we may, and at the same time to awaken and exercise the powers of observation, comparison, combination, invention, mem-

ory, reflection and action, the kindergarten system and object-teaching have been found among the best and most efficient auxiliaries; and both have received due and earnest attention in our school.

The means and appliances for carrying out these methods of instruction and training successfully in all their details have not been wanting, and an impetus has been given in most branches of study for acquiring knowledge from tangible objects rather than from mere abstract descriptions.

Thanks to the kindness and generosity of the Misses Garland and Weston, one of our advanced scholars, Miss Annie E. Poulson, was permitted and encouraged to go through the regular course in their excellent normal training kindergarten, where she graduated, and has since aided very materially in perfecting the system already introduced by Miss Della Bennett in the girls' department.

The workings of the system in our school have been most beneficent. Children who seemed entirely helpless, and had no command whatever of their hands, have been roused to energy and activity by the agency of the kindergarten. Through the simple but interesting and attractive occupations of block-building, weaving, embroidery, moulding in clay, and the like, they have acquired a great degree of muscular elasticity and manual dexterity, which assists them in tracing on the maps with alacrity, in deciphering the embossed print easily, in tying the strings of their shoes neatly, in stringing beads promptly, in using their needle adeptly, and in doing a number of things readily which they would have felt unable to undertake without this train-

ing. Modelling is particularly beneficial to the blind: it helps them to acquire a more or less correct idea of forms of various kinds, which it is almost impossible for them to obtain by the mere handling of objects.

Kindergarten work may thus be likened to the exercises given to beginners in music, which prepare the student for rendering difficult pieces more brilliantly; and no training of primary classes of blind children can attain a high degree of efficiency without its assistance.

Music Department.

Steady advancement has marked this important branch of our school, and a great amount of practical work has been accomplished in it during the past year.

Music has been taught in all its branches both theoretically and practically; and its refining and elevating influence has been seen in the taste and inclinations of those of our pupils who have entered into its study with an earnest desire to overcome difficulties and be benefited by it.

The usual course of instruction has been continued during the past year, with such alterations and improvements as have seemed necessary; and the piano, harmony, counterpoint and composition, class and solo singing, the church and reed organ, flute, clarinet, cornet, and various other wind instruments, have all been taught by competent and patient teachers, and with satisfactory results.

Two new reed organs have been recently purchased, and all the instruments in our collection have keen kept in good repair and sound condition.

There has been no want of appreciation of the inter-

nal means and facilities afforded by the institution for making good musicians and efficient teachers of our pupils; and those among them who are gifted with special talent, and possess such general mental ability as is essential for the attainment of excellence in any profession, advance rapidly and give promise of success in their career. But it cannot be too strongly stated or too often repeated that an exclusive and absorbing devotion to music, to the neglect of other branches of education, does an incalculable amount of mischief among the blind. It dwarfs their mind, disturbs the harmony of their development, contracts their intellectual horizon, undermines their nervous system, stunts their physical growth, narrows their sympathies, and renders them unfit for the duties and amenities of life. Illiteracy among musicians is becoming so palpable and crying an evil everywhere, thwarting and degrading their art, that a number of distinguished men in England have recently organized themselves into an association for the purpose of promoting intellectual education among those who follow the study of the "accord of sweet sounds;" and there is no class of people whose success as music teachers and performers depends in so great a measure upon the degree of mental discipline which they have attained at school, and the breadth of their general knowledge, as that of the blind. With them professional skill, however perfect it may be in itself, will not find full scope for display unless it be accompanied by those accomplishments with which every musician ought to adorn his intellect, and enhanced by those moral beauties and graces which embellish the character.

Besides the means for thorough instruction and practice afforded at the institution, external opportunities for the cultivation and refinement of the musical taste of the pupils, and the development of their artistic sense, have been eagerly sought and amply enjoyed. Owing to the kindness of the officers and members of the leading musical societies of Boston, to the proprietors of theatres, the managers of public entertainments, and also to a long chain of eminent musicians in the city, — the names of all of whom will be printed in the list of acknowledgments, — our scholars have continued to be generously permitted to attend the finest concerts, rehearsals, operas, oratorios, recitals, and the like, and have also been favored with many exquisite performances given in our own hall. The week beginning with the thirtieth of January and ending with the fifth of February was in this respect remarkable. Our pupils had the daily opportunity of enjoying one or two concerts of a high order. On Sunday evening they heard Mozart's "Requiem," and Beethoven's "Mount of Olives," by the Händel and Haydn society. On Monday evening they attended a concert by Mr. Georg Henschel, in Tremont Temple. On Tuesday afternoon they were invited to an organ recital in the same place; and in the evening they had a musical entertainment in our own hall, given by M. A. De Sève, the violinist, and M. Otto Bendix, pianist, with the assistance of Miss Sarah Winslow, Mrs. H. T. Spooner, and Miss Daisy Terry, of Rome. On Wednesday evening they attended the Euterpe concert. On Thursday afternoon they heard the Harvard symphony concert, and in the evening had another interesting entertainment in our hall,

given by Mr. George Parker, of King's chapel, and Dr. and Mrs. Fenderson, of South Boston. On Friday afternoon they were invited to a concert of the New England conservatory, and in the evening to one of the Apollo club. On Saturday evening they attended Mr. Arthur Foote's piano recital. This was, of course, an avalanche of opportunities of uncommon occurrence; but I am sure that there is no city in the whole civilized world in which the blind enjoy one-half of the advantages which are so liberally bestowed upon our scholars by the musical organizations of Boston.

Tuning Department.

The art of tuning pianofortes was introduced into this institution a few years after its organization as a lucrative employment for the blind; and as early as 1837 the trustees were able to announce, in their fifth annual report, that the pupils were prepared to keep instruments in order, by the year, at a reasonable rate, and that their "work was warranted to give satisfaction to competent judges."

Experience has since confirmed the value of the tuning department as one of the most important branches in our system of training; and it has received all the attention which its practical aim and useful purposes merit.

The instruction given in this department during the past year has been as thorough and systematic as heretofore, and the results have been quite satisfactory.

The pupils have had excellent opportunities for a careful study and steady practice of the art of tuning; and those of the graduates who have mastered it in all

its details meet with favor and encouragement from the public, and are, as a whole, successful.

It is a matter of congratulation that the care of the pianofortes in the public schools — one hundred and thirty in number — has again for the fifth time been entrusted to the tuning department of this institution. The confidence which this charge implies aids to strengthen our tuners in the good opinion of the public, and by so doing ensures to them an increased and extended patronage throughout the community. Their work is in all cases most carefully and satisfactorily executed, and draws forth encomiums from their employers, as well as from some of the best musicians in the city, which show that they are worthy of the trust reposed in their ability and skill.

Orders for tuning are coming in continually from some of the best and most intelligent families in Boston and the neighboring towns, and are invariably attended to with promptitude and despatch.

Technical Department.

"Other creatures all day long
Rove idle, unemployed, and less need rest;
Man hath his daily work of body or mind
Appointed, which declares his dignity
And the regard of Heaven on all his ways."

Milton.

This department continues to perform its important part in our system of education, both as an essential element in enlarging the sphere of the activities of the blind and as an agent in training them in habits of industry and in the practice of useful handicraft.

As has been often stated in these reports, the influence of manual labor is of inestimable value to all men, but most especially to the blind. It promotes physical strength and soundness of health. It induces confidence in the use of their bodily powers, and independence of character. It prevents them, in the midst of the mental exercises required of them, from underestimating the practical needs of life. While their studies add to their intelligence, increase their social accomplishments, and dignify their calling, patient and daily labor will prove the real source of their material prosperity. Moreover, experience has proved that pupils who are occupied a part of the day with books in the schoolroom, and the remainder with tools in the workshop, or with practice on the piano or in singing, make about as rapid intellectual progress as those of equal ability who spend the whole time in study and recitation.

For these reasons the work has been carried on during the past year in both branches of the technical department with the same earnestness as heretofore, and with equally satisfactory results.

I. — Workshop for the Boys.

The pupils in this branch of the industrial department have been carefully trained during the past year in the elements of handicraft, and have worked at the usual trades with more or less success, which is attainable in proportion to the natural activity and aptitude of the learner.

Instruction has been given in a simple and practical way, and the boys have been made to feel that, from

the moment that they are able to use their hands skilfully and manufacture a few plain articles, they enter into the sphere of real business. Moreover, they are constantly taught, by precept and example, that practical industry, wisely and vigorously applied, always produces its due effects, and that it carries a man onward, brings out his individual character, and stimulates others to a like activity.

Several of the advanced pupils, — in whose case some handicraft seemed to be the chief reliance for self-maintenance, — after having learned the rudiments of upholstery in the juvenile department, have devoted most of their time to the practice of making mattresses in the workshop for adults, under the immediate care of one of the experienced journeymen.

II. — Workrooms for the Girls.

It affords me great pleasure to report that a higher degree of efficiency has been attained in this branch of industry during the past year than ever before, and that particular pains have been taken to render the workrooms attractive and useful.

The girls have been taught to sew and knit, both by hand and machine, and have given much attention to various kinds of fancy-work. The articles manufactured by them indicate a degree of skill, taste and thoroughness which does honor to their teacher and credit to themselves. Perhaps the specimens which represent the work of our pupils in the Mechanics' Fair this year are among the finest ever produced.

The art of making Indian baskets of different sizes and forms has again received as much attention as the

private affairs of an experienced instructress permitted her to devote to it. It is hoped that some of our advanced scholars will soon have a fair opportunity to master this trade.

Our girls have continued to take turns in the lighter household work, and a few of them have received such special training in the domestic circle as to be able to become useful to themselves and helpful to others in this direction in after-life.

Department of Physical Training.

During the past year our system of physical training has been improved and perfected in many of its details, and has been carried on with unusual efficiency and precision.

In addition to the out-door exercise at the end of every hour in the day, the pupils, divided into six classes, have repaired regularly to the gymnasium at fixed times, and, under the direction of discreet and competent teachers, have gone through a systematic and progressive course of gymnastics.

These exercises, although mild in character and rather limited in some respects, are of sufficient force and variety to ensure the energetic movement of the muscles, and facilitate the vital process of the destruction and renovation of the tissues of the body, which it is the object of physical training to accomplish. They consist of calisthenics, swinging, jumping, marching, military drill, and the like, and are calculated to give strength to the muscles, elasticity to the limbs, suppleness to the joints, erectness of carriage, and above all, and with infinitely greater force than all, to promote

the expansion of those parts of the body, and stimulate the activity of those of its organs, upon the health and fair conformation of which happiness and success are in a great measure dependent.

Experience and daily observation enable me to state confidently that, as the result and legitimate reward of a strict adherence to our system of physical training, a class of children will leave us loftier in stature, firmer in structure, fairer in form, and better able to perform the duties and bear the burdens of life.

Collections of Tangible Objects, Library, etc.

The efforts to increase our collections of tangible objects and apparatus of various kinds, and to multiply the books both in raised and ordinary print, have continued during the past year without relaxation, and our shelves have been enriched by many new additions.

The most important of these consist in a complete set of Auzoux's botanical models, several of his other anatomical preparations, and in a large supply of stuffed animals, birds, fishes, shells, specimens of woods and plants, fossils, and many curiosities which are calculated to interest our children, and stimulate their minds to inquiry and the examination of external things.

The total number of tangible objects of various kinds in our collection is about 1,261. Of these, 501 have been procured during the past year. I avail myself of this opportunity to express my high appreciation of the kindness of many friends of the blind who have volunteered to assist them in this direction. I am especially indebted to one of our graduates, Mr. Clement Ryder, of Chelsea, whose valuable contributions to our little

museum include, among numerous other things, three fine albatrosses.

The present total number of volumes in our library is 5,383. Of these, 793 — 450 in common and 343 in raised print — have been obtained during the past year. Most of these books have been selected with care, and are not only tastefully but substantially bound.

Education of the Blind.

Historical Sketch of its Origin, Rise and Progress.

The institution has now entered upon the last year of its first semi-centennial; and it seems fitting to give in the present, its fiftieth report, an outline of the history of its origin, rise and progress.

But, in order to take a comprehensive view of the work of the education of the blind, it will be necessary to glance at the springs of its original inception in France, to go back to the early stages of its development, and to trace the course of the marvellous stream of beneficence, which has transformed a desolate wilderness into a fair and blooming garden.

The present sketch will therefore treat concisely of the following topics: —

First, of the general condition of the blind in the past, and the neglect formerly endured.

Second, of the early attempts at their education made in different countries.

Third, of the organization of the Paris school by Valentin Haüy.

Fourth, of the establishment of similar institutions in Great Britain and on the continent of Europe.

Fifth, of the foundation and development of the New England institution.

Sixth, of the education and training of Laura Bridgman; and,

Seventh, of the establishment of schools for the blind throughout the United States of America.

A brief comparison of the distinctive features of the systems of instruction and training for the blind in this country and in Europe will bring this sketch to a close.

I. — Condition of the Blind in the Past.

History has preserved sundry particulars regarding blind persons who have of themselves acquired great knowledge in various branches of learning, and won distinction in science, literature and art; but these were phenomenal cases, — mere shooting stars on the horizon of deep darkness, ignorance and neglect. The great mass of this afflicted class were everywhere mere objects of charity, which, however wisely it may be administered, wounds the spirit while it soothes the flesh. From Bartimeus to Lesueur — the first pupil of Haüy — the blind were left to procure a precarious subsistence by begging at the entrance of the temples, in the churchyards, or by the wayside. Their infirmity was considered a sufficient cause to prevent them from participating in the activities of life, and from enjoying the blessings of instruction or the benefits of industry. Discouraged by the apparent incapacity of the blind, men shrank from the task of endeavoring to combat the ills which their affliction had entailed upon them, and to rescue them from the evils of idleness and the horrors of intellectual darkness. They were even allowed,

at times, to become the objects of harsh and inhuman pastimes in the hands of ignorant and vicious people. The following instance may give some idea of the condition and treatment of the blind during the fifteenth century: —

In the month of August, 1425, under the reign of Charles VII., four blind men, cased in full armor and provided with clubs, were placed in a fenced square of the Hôtel d'Armagnac with a large hog, which was to be the prize of whoever should kill it. The struggle having begun, the poor sightless creatures, in endeavoring to hit the animal, struck each other with such violence that, but for their armor, they would certainly have killed each other. With this cruel sport the savage and unfeeling spectators were much diverted.

It is curious that a pagan and uncivilized nation should have set a good example to enlightened christians in this respect. It is stated, in Charlevoix's history, that in Japan the blind were long ago made to fill a comparatively useful sphere. The government kept a large number of them in an establishment, and their business was to learn the history of the empire through all the remote ages, to arrange it systematically by chapter and verse in their memories, and to transmit it from generation to generation, thus forming a sort of perennial walking and talking library of useful historical knowledge.

II. — Early Attempts at the Education of the Blind.

During the sixteenth century, thoughtful and benevolent men sought to devise processes for the instruction of the blind, but with no great success. Several un-

fruitful attempts were also made in the early part of the seventeenth century to prepare some sort of books for them, both in engraved and raised letters. Among others, Jérôme Cardan had conceived that it would be possible to teach the blind to read and write by means of feeling, and cited, in support of this view, several facts reported by Erasmus.

The first book which called attention to the condition and miseries of the blind was published in Italy, in 1646. It was written by one of the learned sons of that favored country, in the form of a letter addressed from S. D. C. to Vincent Armanni, and was printed in Italian and French under the title *Il cieco afflitto e consolato;* or, *L'aveugle affligé et consolé.*

In 1670, padre Lana Terzi, a Jesuit of Brescia, who had previously devoted a few pages to the education of the deaf, published a treatise on the instruction of the blind.

Jacques Bernouilli, being at Geneva in 1676, taught Mademoiselle Elizabeth Waldkirch, who had lost her sight two months after birth, to read; but he did not make known the means which he employed.

Dr. Burnet, bishop of Salisbury, gives, in his "Journey in Switzerland," a detailed account of Mademoiselle Walkier, of Schaffhousen, whose eyes had been burned when she was a year old. She spoke five languages, and was a theologian, a philosopher, and a good musician. This young person had learned to write by means of hollow characters cut in wood, which she at first passed over with a pointed iron. She had afterwards made use of a pencil, and finally, when Bishop Burnet was at Schaffhousen, in October, 1685, he saw her write very rapidly and very correctly.

Two years later appeared Locke's famous "Essay on the Human Understanding," in which was discussed the problem proposed to him by Molyneux, — a scholarly writer and member of the Irish parliament, — whether a person blind from his birth would, upon being suddenly restored to sight, be able to distinguish, by his eyes alone, a globe from a cube, the difference between which he had previously recognized by feeling? The question was answered in the negative, both by the author of the essay and by his "learned and worthy friend."

In 1703, Leibnitz took up the subject, and his conclusions were at variance with those of Locke and Molyneux.

A few years later, that sightless mathematical wonder, Nicholas Saunderson, appeared on the literary horizon of England, and made such advances in the higher departments of science, that he was appointed, "though not matriculated at the university," on the recommendation of Sir Isaac Newton, to fill the chair which a short time previous had been occupied by himself at Cambridge. Expounding from the depths of the eternal night in which he lived the most abstruse points of the Newtonian philosophy, and especially the laws of optics, or the theory of solar refraction, and communicating his ideas with unequalled perspicuity and precision, he filled his audience with surprise, and became the object of general admiration.

In 1729, while Saunderson was still at the zenith of his fame at Cambridge (having just been created doctor of laws by a mandate of George II.), Locke's answer to Molyneux's problem was receiving confirma-

tion from the experience of a boy blind from birth, whom Cheselden, the celebrated anatomist, had successfully couched for cataracts and restored to perfect sight at the age of thirteen. This youth was not able at first to recognize by vision the objects which were most familiar to his touch. It was long before he could discriminate by his eye between his old companions, the family cat and dog, dissimilar as such animals appear to us in color and conformation. Being ashamed to ask the oft-repeated question, he was observed one day to pass his hand carefully over the cat, and then, looking at her steadfastly, to exclaim, "So, puss, I shall know you another time." This case, the most remarkable of the kind, faithfully detailed by the surgeon himself in No. 402 of the "Philosophical Transactions," led to similar experiments afterwards, the conclusions of which did not differ essentially from those of Locke.

The spirit of free inquiry, which had been unchained in the preceding century, having passed by a natural transition from expatiation in the regions of taste and abstract philosophy into those of social science and human life, became bold and restless, longing for greater triumphs than those achieved heretofore. The French *savans*, who were endeavoring to dissipate the clouds of authority and the foggy mists of error, were on the alert for events touching upon important psychological questions, and calculated to help the cause of humanity.

In 1746, Condillac took up Locke's problem and the experiments of Cheselden, and discussed with much clearness and dialectic skill the mental processes of the blind.

Simultaneously with his *Essai sur l'origine des connaissances humaines* was first published a volume of the poems of Dr. Blacklock, of Scotland, who, although deprived of sight in early infancy, went through the usual course of studies at the university of Edinburgh, and distinguished himself by his proficiency in classical literature, in *belles-lettres*, in metaphysics, and in all other branches of knowledge. The productions of his muse are marked by elegance of diction, ardor of sentiment, and accurate descriptions of visible objects. His writings will be searched in vain, however, for poetry of a very high order. He says of himself, what doubtless is true of all persons similarly situated, that he always associated some moral quality with visible objects.

The following year appeared in Dublin a biography of Saunderson from the pen of his disciple and successor in the professorship at Cambridge, William Inchlif or Hinchliffe. This work contained a minute description, with illustrative drawings, of the appliances used by the sightless mathematician, and was most eagerly read in France.

The abbé Deschamps, treating of the education of the deaf-mutes, also sketched the outlines of the art of teaching the blind to read and write.

Meanwhile Lenôtre, the famous blind man of Puiseaux, appeared on the stage, and, by the originality which stamped everything that he did, attracted universal attention. He was the son of a professor of philosophy in the university of Paris, and had attended with advantage courses of chemistry and botany at the *Jardin du Roi*. After having dissipated a part of his

fortune, he retired to Puiseaux, a little town in Gatinais, where he established a distillery, the products of which he came regularly once a year to Paris to dispose of. It was his custom to sleep during the day and rise in the evening. He worked all night, "because," as he himself said, "he was not then disturbed by anybody." His wife used to find everything perfectly arranged in the morning. Having found in the resources of his mind and in his own activity a shelter from poverty, he lived happily in the midst of his family. His retired and extraordinary mode of life earned for him a sort of reputation. Diderot, then looking out for philosophical sensations, visited him at his home, and found him occupied in teaching his seeing son to read with raised characters. The blind man put to him some very singular questions on the transparency of glass, colors, and such matters. He asked if naturalists were the only persons who saw with the microscope; if the machine which magnified objects was greater than that which diminished them; if that which brought them near was shorter than that which removed them to a distance. He conceived the eye to be "an organ upon which the air produces the same effect as the staff on the hand," and defined a mirror as "a machine by which objects are placed in relief, out of themselves." On being interrogated as to whether he felt a great desire to have eyes, he answered, "Were it not for the mere gratification of curiosity, I think I should do as well to wish for long arms. It seems to me that my hands would inform me better of what is going on in the moon than your eyes and telescopes; and then the eyes lose the power of vision more readily than the hands that of

feeling. It would be better to perfect the organ which I have than to bestow on me that which I have not." This interview, together with the knowledge of Saunderson's appliances obtained from a perusal of his biography, called out, in 1749, Diderot's ingenious *Lettres sur les aveugles à l'usage de ceux qui voint*, which set Paris ablaze with enthusiasm and inquiry, and which procured for him at once an acquaintance with Voltaire and three months' imprisonment at Vincennes. Of the many stupid blunders and imbecile acts which emanated from the government of Louis XV., this incarceration was the most unaccountable. Like any other unprovoked outrage, it created great surprise. It added one more stigma of violence to the crown of that rapacious monarch, — whose tyranny and debauchery had already stripped him of the early appellation of " well-beloved," — wrought up public feeling in favor of the persecuted author to a state of fervor, and converted the current of astonishment into a cataract of popular indignation. Diderot was released; but the resistance shown to his liberal opinions had set the minds of men afloat, and restlessness was followed by high excitation. He became at one stroke the lion of the day and the champion of the blind, and, his speculations about them being widely spread, enlisted general interest in their cause. Captivated by the novelty of the ideas which he developed in the famous letters, dazzled by the eloquence which he employed, and moved by his recital of the woes and disadvantages which beset the void of sight, people naturally began to think about the amelioration of the condition of the blind.

In 1763, Dr. Thomas Reid endeavored to show in his

essay, entitled "An Inquiry into the Human Mind," that the blind, if properly instructed, are capable of forming almost every idea and attaining almost every truth which can be impressed on the mind through the medium of light and color, except the sensations of light and color themselves. The object of this work was to refute the opinions of Locke and Hartley respecting the connection which they supposed to exist between the phenomena, powers and operations of the mind, and to found human knowledge on a system of instinctive principles. Dr. Reid's views concerning those pleasures of which the sense of sight is commonly understood to be the only channel were similar to the observations made by Burke in 1756, in his treatise on the "Sublime and Beautiful." This author appeals not only to the scientific acquirements of Saunderson, but also to the poetry of Dr. Blacklock, as a confirmation of his doctrine. "Here," says he, "is a poet, doubtless as much affected with his own descriptions as any that reads them can be; and yet he is affected with this strong enthusiasm by things of which he neither has, nor possibly can have, any idea further than that of bare sound."

While in prison, Diderot was often visited by the celebrated philosopher of the age, Jean Jacques Rousseau, whose warm interest in all sufferers, and particularly in the blind, was manifest. This master spirit of progress, who was soon to become not merely the forerunner but the creator of a new era in the history of mankind, was already the champion of humanity, and the apostle of nature in all things. As Villemain expresses it, "his words, descending like a flame of fire,

moved the souls of his contemporaries." While, on the one hand, Rousseau was teaching, in a calm, logical manner, that "true philosophy is to commune with one's self," and that reason is the source, the assurance and the criterion of truth, he was, on the other, thrilling two continents with his memorable declaration, that "man is born free, but is everywhere in chains," — which later became the gospel of the Jacobins. His passionate feeling, deep thought, stupendous learning, refined taste, profound pathos and resolute bearing had such effect not only upon the minds of the lower classes of society, but even upon those of the nobility and the courtiers themselves, that thunders of applause shook the theatre of Versailles at the celebrated lines of Voltaire, —

"Je suis fils de Brutus, et je porte en mon cœur
La liberté gravée et les rois en horreur."

By the touch of the magic wand of Rousseau's eloquence the tree of tyranny was to be uprooted and the whole framework of despotism torn down. No sooner had he opened his lips than he restored earnestness to the world, replaced selfishness by benevolence, engrafted the shoots of tenderness on the stock of hardness of heart and exclusiveness, wrought up France into a mood of sympathy with afflicted humanity, and rendered the eighteenth century an earnest and sincere one, full of beneficence, replete with faith in man's capacity for improvement, productive of grand ideas, and adorned by many virtues. Charity never was more active than at this period, when philanthropy had become a sort of fashion, and the movements for the suppression of men-

dicancy and the elevation of individual independence, self-respect and dignity, common enterprises. The great designs and inventions for the removal or palliation of physical or mental disabilities which stand as significant indices on the road of modern civilization were all of them fostered on the fertile soil of France. Prominent among these was unquestionably the one which aimed at the deliverance of the blind; and there is no doubt that the conception of its importance is due rather to the genius of the celebrated author of "Émile" than to the mental resources of any one else. True, Diderot was the first writer who called special and direct attention to the condition and wants of this afflicted class, and made them popularly known; but neither he, nor Locke, nor Leibnitz, nor Reid, nor Condillac, nor any of the encyclopædists, went beyond the boundaries of abstract psychological speculation. They proposed no measures of practical utility or relief, nor did they devise any plans for the instruction and training of sightless persons. It was Rousseau who first asked the momentous question, "What can we do to alleviate the lot of this class of sufferers, and how shall we apply to their education the results of metaphysics?" It was he who suggested the embossed books which were afterwards printed by Haüy in a crude form. It was under the genial warmth of his marvellous pen that the plant of the education of both the blind and the deaf-mutes grew, blossomed and throve.

But, although Rousseau's keen observations and practical suggestions gave form and wise direction to the fugitive glimpses of abstract speculation and isolated individual effort, yet the blind had still to await

the coming of their deliverer. An accidental circumstance sent him to them.

III. — Valentin Haüy and the School at Paris.

In the summer of 1783, the proprietor of a place of refreshment in one of the principal thoroughfares of Paris, desirous of increasing his custom, procured the services of eight or ten blind persons, whom he arranged before a long desk, with goggles on nose and instruments in their hands. Upon the stand were placed open music-books, and the sightless men, feigning to read their notes from these, executed, at short intervals, the most "discordant symphonies." The object of the proprietor of the place, — which was afterwards known by the name of *Café des Aveugles*, — was gained. The music drew a large crowd, who received the ridiculous performances with boisterous and heartless mirth, while consuming refreshments. Among the most interested by-standers was Valentin Haüy, the brother of the eminent crystallologist, and a man of large heart and head, with deep feeling for the woes of humanity and the power of thought to invent means for their alleviation. He began at once to ponder upon the condition of the blind, and to question whether a method of reading might be devised which should in some measure counterbalance their privation and give them some comfort and consolation for the affliction under which they labored. In his famous "Essay on the Education of the Blind," Haüy describes with charming simplicity and impressive modesty the bitter feelings and serious reflections which the performances at the *Café des Aveugles* had given him. "A very different sentiment from

that of delight," he says, "possessed our soul, and we conceived, at that very instant, the possibility of turning to the advantage of those unfortunate people the means of which they had only an apparent and ridiculous enjoyment. Do not the blind, said we to ourselves, distinguish objects by the diversity of their form? Are they mistaken in the value of a piece of money? Why can they not distinguish a C from a G in music, or an *a* from an *f* in orthography, if these characters should be rendered palpable to the touch? While we were reflecting on the usefulness of such an undertaking, another observation struck us. A young child, full of intelligence but deprived of sight, listened with profit to the correction of his brother's classical exercises. He often even besought him to read his elementary books to him. He, however, more occupied with his amusements, turned a deaf ear to the solicitations of his unfortunate brother, who was soon carried off by a cruel disease.

"These different examples soon convinced us how precious it would be for the blind to possess the means of extending their knowledge, without being obliged to wait for, or sometimes even in vain to demand, the assistance of those who see."

Having got so far, Haüy gathered together all the information which could be drawn from the history of celebrated congenital blind persons with regard to the special processes which they had employed.

In England, Saunderson had devised a ciphering-tablet. In France, the blind man of Puiseaux and Mademoiselle de Salignac had used raised letters, and Lamouroux had invented tangible musical characters.

In Germany, Weissemburg, blind from the age of seven, had accustomed himself to trace signs in relief. He had made maps of ordinary cards divided by threads, on which beads varying in size were strung, to indicate the different orders of towns, and covered with glazed sands in various ways to distinguish the seas, countries, provinces, etc. By means of these processes he had instructed a young blind girl, named Maria Theresa von Paradis.

This gifted child was born in Vienna, in 1759, and lost her sight at three years of age. Her parents were persons of rank and fortune, — her father being aulic councillor of the empire, — and they spared no expense in cultivating her extraordinary talents, and procuring for her the various ingenious contrivances then known for facilitating the education of the blind. Under the instruction of Weissemburg and the baron von Kempelen, the deviser of the *mechanical chess-player* and the speaking automaton, she had learned to spell with letters cut out of pasteboard, and to read words pricked upon cards with pins. Herr von Kempelen built for her a little press, by means of which she printed with ink the sentences which she composed, and in this way maintained a correspondence with her teachers and friends. She made use of a large cushion, into which she stuck pins to form notes or letters.

Having devoted much of her time to the study and practice of the pianoforte and organ, under the care of Herr Hozeluch and other masters, Mademoiselle von Paradis suddenly appeared before the musical world as an accomplished *pianiste*. She was the godchild of the empress Maria Theresa, — who allowed her

an annual pension of two hundred florins, — and her performances at the palace and in the aristocratic circles of Vienna were received with *éclat*. Accompanied by her mother, she made a grand professional tour through the capitals and principal towns of central Europe and England, and charmed the rulers, the high functionaries, and the cultivated classes of society everywhere. In 1784, she ventured to Paris, and there she took part in the brilliant concerts of the winter, and achieved her grandest triumphs. No one was more enthusiastic at her magnificent success than Haüy, who immediately sought and made her acquaintance, and to whom she exhibited her appliances and apparatus and explained their use. Profiting by these observations, he began at once to lay the foundations of a complete system of education for those who had hitherto been left entirely untaught and uncared for. The abbé de l'Épée had at about the same period, in a certain sense, restored the deaf-mutes to intelligence and communion with the world around them.

Haüy, having determined to test his plans and methods by the instruction of one or more sightless persons, found, after some time, a congenital blind lad of seventeen years, named Lesueur, who was in the habit of soliciting alms at the door of the chapel *Bonne Nouvelle*. In order to dissuade him from his degrading profession, the eager philanthropist promised to pay him from his own pocket an amount of money equal to that which he gained as a mendicant. Lesueur accepted the offer, and proved a very tractable pupil. On him Haüy tried his inventions almost as rapidly as they proceeded from his own brain, and with such remarkable success that,

as a proof of the positions which he had taken in an essay on the education of the blind, read by him before the Royal Academy of Sciences, at their invitation, he exhibited his pupil's attainments. The members of the assembly were carried as if by storm, and a commission was appointed to examine the matter more fully, and report. Meanwhile the Philanthropic Society, which had undertaken, as soon as it was organized, to assist twelve indigent sightless children by giving them twelve livres per month, entrusted them to the care of Haüy. Thus the first school for the blind was established in a small house in the *rue Coquillière*.

Nothing further was wanting to the founder of the institution but the public support of the *savans*. This was soon to be given. During the interval, however, the establishment was rapidly progressing, and the art of embossing books for the blind was an undisputed triumph of Haüy's ingenuity. This discovery had been long, though dimly, foreshadowed. According to Francesco Lucas, letters engraved on wood had been used in Spain as early as the sixteenth century, which were reproduced in Italy, with some modifications, by Rampazzetto, in 1573; but these were in intaglio instead of being in relief, and all attempts to ascertain their configuration by feeling proved fruitless. In 1640, a writing-master of Paris, named Pierre Moreau, caused movable raised characters to be cast in lead for the use of the blind; but he relinquished the scheme for reasons unknown to us. Movable letters on small tablets were also tried; but these were well adapted only for instructing seeing children to read. In fact, it was by means of similar characters that Usher, afterwards arch-

bishop of Armagh, was taught to read by his two aunts, who were both blind. Various other methods were employed, but none of them received general approbation until Haüy's great invention, which seems to have been partly the result of accident. Mr. Gailliod, who at a later date became one of his most celebrated pupils, thus relates the circumstance:

"Lesueur was sent one day to his master's desk for some article, and passing his fingers over the papers, they came in contact with the back of a printed note, which, having received an unusually strong impression, exhibited the letters in relief on the reverse. He distinguished an *o*, and brought the paper to his teacher to show him that he could do so. Haüy at once perceived the importance of the discovery, and testing it further by writing upon paper with a sharp point, and reversing it, found that Lesueur read it with great facility."

The ingenious inventor proceeded to produce letters in relief by pressing the type strongly on sized paper, and his success was complete. Thus the art of embossing books for the blind was discovered. The first characters adopted by Haüy were those of the Illyrian or Sclavonic alphabet, which were doubtless preferred on account of their square form; but these were afterwards altered and improved.

In February, 1785, the commission of the Royal Academy made its report, and while pointing out the features which the system of Haüy had in common with the agencies previously employed by individual blind persons, declared that to him alone were due their perfection, extension, and arrangement into a veritable

method. They concluded by saying that "if the success which we have witnessed does honor to the intelligence of the pupils, it is no less satisfactory and creditable to their instructor, whose beneficent labors merit the public gratitude."

This report had a marvellous effect upon the community. The school for the blind became one of the lions of Paris, and was for some time absolutely the rage. All classes of society were interested in the establishment, and each one strove to out-do the other. Eminent musicians and actors gave performances for its benefit. The Lyceum, the Museum, the *Salon de Correspondence* soon vied with one another for the privilege of having the young sightless pupils stammer (to borrow the expression of their instructor) the first elements of reading, arithmetic, history, geography, and music at their sessions; and these exercises were always concluded by collections for their benefit. Donations poured in from all sides, and the funds were placed in the treasury of the Philanthropic Society (still charged, at that time, with providing the expenses of the establishment), which had been removed to the *rue Nôtre Dame des Victoires*, No. 18.

Finally, on the 26th December, 1786, the blind children of Haüy's school, to the number of twenty-four, and a seeing lad taught by them, were admitted at Versailles to the presence of the royal family. They were lodged and cared for at the palace for eight days, and their exercises made a deep impression upon the hearts of the king, the queen, and princes. Haüy became a favorite of Louis XVI., and was made interpreter to his majesty, the navy department, and the *Hôtel de Ville*, for the Eng-

lish, German, and Dutch languages; royal interpreter and professor of ancient inscriptions; and lastly, secretary to the king. These honors were no doubt as gratifying to the recipient as they were creditable to the royal giver; but they were ephemeral. Haüy's fame rests upon a higher plane and more solid ground than this. He proved himself worthy of the name of the "father and apostle of the blind;" a reward richer than a crown; a title more truly glorious than that of conqueror.

At about this time Haüy published his "Essay on the Education of the Blind," which was printed under the superintendence of M. Clousier, printer to the king, partly in relief and partly with ink, by his pupils. It is hardly possible to ascertain precisely the proportion of the work performed by the latter. A literal translation of this treatise into English was made by Blacklock, the blind poet. It was first published in 1793, two years after his death, and was chiefly remarkable for its inaccuracies.

The prosperity of the institution continued for about four years longer, at the end of which period its days of adversity and gloom commenced. In 1791, the revolution was fairly inaugurated, and the Philanthropic Society, which had taken charge of this noble enterprise from its inception, was broken up, its members imprisoned, exiled, and many of them subsequently guillotined. On the 21st of July of that year the school for the blind was placed under the care of the state, and on the 28th of September the national assembly passed an act providing for its support. On the 10th Thermidor, anno III., it was reorganized by a decree of the convention, and joined

with the school for the deaf-mutes, the two classes occupying the convent of the Celestins. All yet looked fair for the institution; but the reign of terror soon followed, and philanthropy, which had so lately been the fashion in Paris, gave place to a demoniac and blood-thirsty cruelty which has no parallel in the history of nations. The best blood of France flowed like water, and all thought of humanity seemed banished from the minds of the frantic barbarians who ruled her. Amid all the confusion and discord, Haüy quietly continued his course of instruction, though sorely straitened for the means to sustain the children confided to his care. The government nominally provided for them; but the orders on a bankrupt treasury were nearly worthless. Haüy freely gave up his own little fortune; and when this was gone, with the aid of his pupils, he worked faithfully at the printing-press, procured in their better days, and eked out the means for their existence by issuing the numberless bulletins, hand-bills, *affichés*, and tracts, which so abounded in that period of anarchy. It is said that Haüy for more than a year confined himself to a single meal a day, that his scholars might not starve. In addition to all other misfortunes the union of the blind and the deaf-mutes proved unwise and unblest. The managers quarrelled and conducted matters so badly, that the existence of both schools was in danger. At last this discreditable state of things was terminated by a decree of the national convention, July 27, 1794, which separated the disputants, and placed the deaf-mutes in the seminary of *Saint Magloire* and the blind in the *maison Sainte Catherine, rue des Lombards*. But the suffering, resulting mainly from the want of pecuniary

means, was not ended. It lasted more or less until 1800. During this period of darkness and misery, Haüy had been able, amidst the gigantic difficulties by which he was surrounded, to educate some pupils, whose subsequent renown reflected its splendor upon his patient labors. Among these were Gailliod, the musical composer; Penjon, who afterwards filled the chair of professor of mathematics at the college of Angers for thirty years, with high distinction; and Avisse, whose early death deprived France of one of her sweetest poets.

At length brighter days began to dawn and prosperity seemed about to revisit the sufferers of a whole decade. But in 1801 a terrible blow fell suddenly upon the institution, in comparison with which all its privations and misery seemed light. The consular government decided to incorporate the school for the young blind with the *hospice des Quinze-Vingts*. This establishment, which was founded by Louis IX. in 1260, was a retreat or home for adults; and was occupied at this time by a large number of blind paupers with their families, who were indolent, degraded, depraved and vicious. To place the children, for whom Haüy had sacrificed so much, in constant association with these idle, dissolute and profligate men and women was more than he could bear. Calmly had he endured hunger and privation for their sake, and as cheerfully would he do it again; but to see their minds and morals contaminated and corrupted, their habits of industry and study abandoned, was too much. The government of Bonaparte, however, was inexorable, and Haüy resigned his position. In acknowledgment of his past services, a pension of four hundred dollars was decreed to him.

Unwilling to abandon a class for whom he felt so deep and intense an interest, Haüy opened a private school for the blind, under the title of *Musée des Aveugles*. He maintained it for three years; and in that time educated, among others, two pupils, whose names and reputation are still remembered throughout Europe: Rodenbach, the eloquent writer and eminent statesman of Belgium, who took an active part in the revolution of 1830, and played an important *rôle* in the political arena of his country; and Fournier, hardly less distinguished in France. The undertaking, however, proved pecuniarily unsuccessful; and in 1806, Haüy accepted a pressing invitation from the Czar to establish a school for the blind in his empire. Accompanied by his faithful pupil and constant friend, Fournier, he started for Russia, and on his way thither visited Berlin. Here he was presented to the king of Prussia, who extended to him a cordial and flattering reception, and to whom he exhibited his methods of instruction. On his arrival at St. Petersburg, Haüy organized an institution over which he presided for nine years with great ability.

For thirteen years the place of the "father of the blind" in the school at Paris was supplied by an ignorant instructor named Bertrand, under whom the establishment lost nearly all its early reputation. He died suddenly on the 4th of March, 1814; and in the following month, Dr. Guillié, a man of learning, tact and energy, but harsh, unscrupulous, untruthful and excessively vain, was appointed to his place. As the Bourbons had just returned to France, the new director availed himself of every possible opportunity to bring his pupils under their notice and make known to them their

condition and wants. The government soon became satisfied that a grave error had been committed in the union of the two institutions; and they hastened to rectify it. During the year 1815 ample funds and separate quarters, in the seminary of St. Firmin, *rue St. Victor*, were assigned to the school, which again assumed the title of the *Royal Institution for Blind Youth.* The removal of the establishment to the new building was, however, delayed by the political events of the time until 1816, when Dr. Guillié reörganized it with pomp and parade. He at once expelled forty-three of the pupils, whose morals had been contaminated by their associations at the *maison des Quinze-Vingts.* M. Dufau was appointed second instructor of the boys; and Mlle. Cardeilhac, a young lady distinguished by her youth, proverbial beauty, and accomplishments, as teacher of the girls. Under Dr. Guillié's administration the study of music was in a flourishing condition. He knew how to interest the first artists of the day in his pupils; and procured lessons and counsel gratis from such eminent professors as Jadin, Habeneck, Dacosta, Duport, Perne, Dauprat, Benazet and Vogt. Under these great masters, Marjolin, Charraux, Lamaury, Dupuis, and the *pianiste* Sophie Osmond became veritable artists. But, with this exception, everything else was done for effect and show. Manufactured articles were purchased at the bazaars and were exhibited as the work of the blind children. Greek, Latin, English, German, Italian, and Spanish were professedly taught, and the scholars made glib public recitations in them by the aid of interlinear translations; while at the same time they were not versed even in the elements of arithmetic and history.

The necessary was sacrificed to the superfluous. Add to this flagrant charlatanism Dr. Guillié's malignity and narrowness, and you will have a complete picture of the character of the man. He seemed to regard any reference to Haüy as a personal insult; and forbade the teachers, many of whom had been instructed and trained by him, even to mention the name of their early benefactor. In 1817, Dr. Guillié published the first edition of his *Essai sur l'Instruction des Aveugles*, in the two hundred and forty pages of which he labored studiously wholly to ignore the great services and sacrifices of the noble founder of the institution (alluding to his name only twice *en passant*), and to attribute its origin to Louis XVI.

In the very same year Haüy, feeling the pressure of disease as well as the effects of old age, determined to return to his native land to die. His parting with the Czar Alexander was very affecting. The emperor embraced him repeatedly, and conferred upon him the order of St. Vladimir. On his arrival in Paris, Haüy was domiciled with his brother, the abbé. His heart was, however, overflowing with affection for the school which he had organized, and he hastened, feeble as he was, to pay it a visit. But Dr. Guillié refused him admission, under the sham excuse that, as he had taken an active part in the revolution, it would be displeasing to the royal family to have him recognized. It is difficult to believe that even a Bourbon, imbecile as Louis XVIII. was, could have authorized so contemptible an act. This cruelty, added to numerous other misdeeds of the director, led to such a clamor against Dr. Guillié, that the government was compelled to order an investi-

gation of his management of the institution. After careful and thorough inquiry, the commission appointed for this purpose reported that in every department they had found ample evidence of fraud, humbug, trickery, and deception. This statement was so abundantly illustrated by a detailed array of facts, that the miserable man, finding the poisoned chalice which he had drugged for others commended to his own lips, was fain to resign amid a storm of popular indignation, followed in his retirement by the fair Mademoiselle Cardeilhac, who had often tempered the harshness of the proceedings of her chief, and willingly served as a channel through which his graces descended upon the heads of offenders.

Dr. Guillié was succeeded in February, 1821, by Dr. Pignier, who was a man of truth and honor, but whose education, which had been received entirely in the monkish seminaries, rendered him illiberal, suspicious, and utterly unfit for the post. After reörganizing the school, and adopting regulations which should prevent the repetition of the disgraceful practices of the preceding administration, the new director felt that it was due to Haüy that his eminent services should be recognized by a suitable ovation. Accordingly, on the 22d of August, 1821, a public concert, in his honor, was given at the institution, and the pupils and teachers vied with each other in their expressions of gratitude to the "father of the blind." Songs and choruses, composed for the occasion, commemorated his trials, his hardships and his successes; and, as the good old man, with streaming eyes, witnessed the triumphant results of his early labors, and listened to the expressions of thankfulness, he exclaimed, "Give not the praise to me, my

children; it is God who has done all." It was his last visit to the institution. His health, long feeble, gave way during the succeeding autumn; and, after months of suffering, he died on the 18th of March, 1822, in the seventy-seventh year of his age. Thus ended the career of Valentin Haüy, one of the noblest men and the greatest benefactors of humanity, whose name will always be pronounced with profound veneration among the blind of the civilized world.

Dr. Pignier's administration lasted nineteen years. During this period there were but few innovations made either in the matter or the manner of the instruction in the literary department; but a new era was inaugurated in several other respects. The character of music was entirely changed. The art of tuning as a lucrative employment for the blind was developed and introduced by Montal, one of the pupils, to whom the director, disregarding the clamor and bitter opposition of the seeing tuner hired by the institution, gave first opportunities of studying the construction of the piano-forte, and afterwards the place of teacher; and whose subsequent career as one of the great piano-manufacturers of Paris, and the author of the best manual on tuning, is well known. The system of writing and printing in raised points likewise came into use at this time. It was really invented, in principle, by a seeing man, named Charles Barbier, in 1825; but was improved, perfected and arranged in its present form by a sightless musician, Louis Braille, whose name has been attached to it ever since.

Dr. Guillié, whose principal object was to dazzle the public, considered a fine orchestra and a few brilliant

soloists as the best means for this purpose, and devoted all his energies to its accomplishment. His successor had altogether different views on the subject. Fashioned in religious habits, Dr. Pignier attributed very little importance to secular music, and sought to direct the efforts of his instructors and pupils to that of the church, and most especially to the organ. Thus a great impetus was given in this direction, the result of which was the production of a large number of eminent organists, who found their way into the parochial churches of Paris, and the cathedrals of Blois, Évreux, Limoges, Orléans, Tours, Meaux and Vannes. Among these were Gauthier, who subsequently became principal teacher of music at the institution, and author of a treatise on the "Mechanism of Musical Composition," and of several other works; Marius Gueit, Poissant, Braille, and Moncouteau, who afterwards published a manual on "Musical Composition," and a treatise on "Harmony," which was most favorably commended by several competent musicians, and particularly by Berlioz, the severest critic of the time. Thorough and careful study of the organ, both in theory and practice, has ever since been one of the prominent features of this pioneer institution for the blind; and there are to-day no less than two hundred blind organists and choristers employed in the churches of the capital and the provinces of France. The names of a large number of these are given in full in a pamphlet recently published in Paris by Maurice de la Sizeranne, under the title *Les aveugles utiles.*

The institution was thriving in 1825, when Dr. Pignier spoke with much satisfaction in his report of the effects of the direction which he had given to its affairs,

and earnestly recommended, among other projects, the removal of the establishment to a healthier location and the provision of better accommodations than those which they had in the *rue St. Victor*. But the tide of prosperity and progress seemed to have reached its highest mark at this time; for soon after signs of decadence and retrogression began to appear on all sides, and their sinister work was so rapidly and effectually accomplished, that in 1832 one of the ministers proclaimed from the national tribune that "the condition of the establishment was deplorable in every respect." This state of things continued, only going from bad to worse, for several years. At length the vices and weaknesses of the administration, the want of union among the instructors, and internal quarrels, dissensions, strife, and heart-burnings, brought about such confusion and anarchy that a new organization became inevitable.

On the 20th of May, 1840, M. Dufau, the second instructor, succeeded Dr. Pignier as director. Soon afterwards, the administrative commission, which had managed the establishment since 1814, gave place to an advisory board, consisting of four members. The new director regenerated the institution completely. He modified the somewhat cloistral manners into a life more in harmony with the present state of society; freed the discipline from all elements of arbitrariness and absolutism, and rendered it more liberal; laid anew the foundations of instruction, and restored to the school its old prestige. In 1843, the institution was transferred to its present beautiful building, the corner-stone of which was laid in 1838. The want of harmony existing between the older administration and the or-

ganization which followed it, required new regulations. These were issued in 1845, and have remained in full force ever since.

I have given the history of the pioneer school for the blind at considerably greater length than is admissible in the limits of a brief sketch like this, for three reasons: firstly, on account of the importance of the causes and events which brought it into existence; secondly, on account of the pleasant memories and the noble examples of enthusiasm, self-denial, and disinterestedness which cluster around its infancy; and thirdly, because it served more or less as a model in the formation of similar establishments all over the civilized world. This last fact renders a thorough knowledge of the details of its rise and development indispensable to all who labor in the same field; but particularly to those who are earnestly endeavoring to clear that field from chronic errors, weed out abuses, and rid it of all parasitical evils and noxious plants.

IV. — Schools for the Blind in Great Britain and Europe.

The seeds of Haüy's marvellous creation were sown everywhere, and schools for the blind sprang up first in England, and afterwards in all the principal countries of Europe.

The second institution for sightless children, in point of time, was founded in Liverpool, in 1791, by Mr. Pudsey Dawson, who died in 1816. It was supported by subscriptions, donations, and legacies, and its object was to teach poor blind children to work at trades, to sing in church, and to play the organ. Literary education was not included within its scope.

Dr. Blacklock, of Edinburgh, had often wished to erect a school for children similarly afflicted with himself, and communicated his views on the subject to Mr. David Miller, who was also blind from birth, and a competent instructor. It was for this purpose that Dr. Blacklock made a careful study of Haüy's methods, and even translated his famous essay; but he took no steps toward carrying out his intention. After Dr. Blacklock's death, which occurred in 1791, Mr. Miller enlisted the interest of Dr. David Johnston in the enterprise, and through their combined efforts the project was placed before the public, and the necessary means were raised for the foundation of a school, which was opened in 1793 with nine pupils. Mr. Robert Johnston, the secretary of the establishment, devoted his energies to its welfare and prosperity, and Dr. Henry Moyes, the celebrated blind professor of philosophy and natural history in Edinburgh, announced a public *séance* in behalf of his fellow-sufferers, which was attended by a large number of the best citizens, and proved remarkably successful in a pecuniary point of view.

At about the same time the Bristol asylum and industrial school for the blind was established, the object of which was to teach sightless children such handicraft as would enable them to earn their own living.

In 1799, Messrs. Ware, Bosanquet, Boddington, and Houlston founded a similar institution in London, which, in 1800, had only fifteen inmates, and attracted very little attention. Subsequently generous subscriptions poured into its treasury, and the school at St. George's in the Fields increased both in numbers and usefulness.

The next institution for the blind in Great Britain

was organized at Norwich, in 1805. It was a blind man named Tawell, who not only inaugurated a public movement, but ceded a house with the surrounding grounds for this purpose.

Similar establishments were afterwards founded in Glasgow, York, Manchester, and elsewhere; but most of the British schools for the blind have never taken a high stand in their literary or musical training.

At the beginning of the present century institutions for the blind were established in various parts of Europe in the following order: that of Vienna in 1804, by Dr. Klein, who was its director for about fifty years; that of Berlin, — the soil for which was thoroughly prepared by Haüy himself while on his way to Russia, — in 1806, under the superintendence of Herr Zeune, and that of Amsterdam in 1808, by an association of freemasons. In the same year, two more institutions were founded: that of Prague, by a charitable society, and that of Dresden. In 1809, Haüy put the school in St. Petersburg in operation, and Dr. Hirzel organized that of Zürich. Two years later an institution for the blind was established at Copenhagen by the *society of the chain*, an organization similar to that of the freemasons; and many others soon after followed.

The schools for the blind on the continent were mainly fashioned after the model set by Haüy in Paris. Dr. Klein, the blind founder of the Vienna institution, claimed that the idea of arranging a system of education for his companions in misfortune, and the processes for carrying it out, originated with him without any previous knowledge of what had been done elsewhere in this direction. A writer in the *Encyclopédie Théologique*

remarks, that "pretensions of this kind are not new," and asks, "How could Dr. Klein be ignorant in 1804 of a creation so original as that of Haüy, which was demonstrated in 1784?" Other French authors do not dispute the truthfulness of the statement. It is hardly necessary for us to enter into a further discussion on this point. We cannot refrain from saying, however, that it is a common practice in our days with unscrupulous men of small mental calibre and doubtful veracity to lay claim to inventions and processes for the blind which were conceived and publicly tried by others within a stone's throw of their abode several years before they ever dreamed of them.

Some of the European institutions were founded in a moment of passing enthusiasm; but, like seed thrown upon the rock, they found no genial earth whence to draw the necessary vital elements for their development, and have sadly dwindled. Others, though planted in a propitious soil, and watered by copious showers of patronage, have not attained that lofty and luxuriant growth which their nature seemed to promise at first.

V. — Foundation of the New England Institution.

The first attempts to educate the blind on this side of the Atlantic were made in Boston, and the merit of proposing the establishment of an institution for their instruction and training belongs to Dr. John D. Fisher of this city. While pursuing his medical studies in Paris, he paid frequent visits to the royal institution for the young blind, and conceived the design of transplanting to his own country the advantages there enjoyed. After his return to Boston, in 1826, he kept the matter

constantly in view, and opened a correspondence with Mr. Robert Johnston, secretary of the asylum for the blind in Edinburgh, Scotland. Many other Americans had, it is true, visited these beneficent establishments of the old world, and on their return had delighted their friends with the details of the curious methods of instruction and training therein pursued; but none of them had ever before this time attempted, by appeals to the public or otherwise, to bring these means within the reach of the blind of the new world.

Having consulted with his friends on the subject, Dr. Fisher was advised to call a meeting of such persons as it was supposed would favor the plan and take an interest in promoting it. This meeting was held on the 10th of February, 1829, at the Exchange Coffee-house. The legislature being in session, many representatives from various parts of the commonwealth were in attendance. The Hon. Robert Rantoul of Beverly, a member of the house, was appointed chairman, and Charles H. Locke, of Boston, secretary. At this meeting Dr. Fisher gave a detailed and minute account of the several processes employed to communicate knowledge to the blind; described the various manufactures by which they were enabled to obtain a livelihood, and exhibited specimens of embossed books printed for their use. His statements excited a deep interest in all present, and remarks were made by Mr. Edward Brooks of Boston, Mr. Stephen Phillips of Salem, Mr. Caleb Cushing of Newburyport, and Hon. William B. Calhoun of Springfield, speaker of the house, expressive of their warm approbation of the design and of the usefulness of such an institution. On motion of Dr.

Fisher, it was then voted, "that a committee be appointed to consider what measures should be adopted to promote the establishment of an institution for the blind of New England;" and the following gentlemen were accordingly appointed: — Hon. Jonathan Phillips, Mr. Theodore Sedgwick, Mr. Richard D. Tucker, Mr. Edward Brooks, and Dr. John D. Fisher.

At an adjourned meeting held on the 19th of February, at the representatives' hall in the state-house, the above-named committee made a report, which closed with the following resolution: —

"*Resolved*, that we are impressed with a deep sense of the utility of institutions for the education of the blind, and that a committee be appointed to take all measures necessary for the establishment of such an institution for the blind of New England."

After the reading of the report, Dr. Fisher repeated the statements which he had made at the previous meeting. The nature and object of the proposed institution were explained and recommended by Mr. Edward Brooks and Mr. Theodore Sedgwick of Stockbridge. The above resolution was then unanimously adopted, and the following gentlemen were put on the committee: — Hon. Jonathan Phillips, Mr. Richard D. Tucker, Mr. Edward Brooks, Mr. Theodore Sedgwick, Dr. John D. Fisher, Hon. William B. Calhoun, Mr. Stephen C. Phillips, Mr. George Bond, Mr. Samuel M. M'Kay, Hon. Josiah J. Fiske, Mr. Isaac L. Hedge, Dr. John Homans, and Hon. William Thorndike.

This committee applied immediately to the legislature for an act of incorporation, which was granted unanimously in both houses without debate. The act

is dated March 2, 1829. The name of the corporation was "*The New England Asylum for the Blind*," and the purpose of its formation was to educate sightless persons. Hon. Jonathan Phillips, of Boston, was authorized by the act to call the first meeting of the corporation, by giving three weeks' notice in three of the Boston newspapers. The legislature passed, moreover, a resolve directing the secretary of state to send circulars to the several towns, to ascertain the number of blind persons in the commonwealth, and their condition.

The corporation thus formed proceeded somewhat slowly in organizing and starting this new enterprise, and for more than two years little progress was apparently made. Its first meeting, which was held at the Marlborough House, April 17, 1829, resulted in the acceptance of the act of incorporation granted by the legislature, and the appointment of a committee to prepare by-laws and an address to be circulated in its behalf. Two subsequent meetings were held during the same year, at the Exchange Coffee-house, at which a set of by-laws was adopted, and measures were taken for obtaining reliable information as to the number and condition of the blind in the city of Boston and throughout the state of Massachusetts. In the following year, the corporation elected its first board of officers, consisting of the following gentlemen: — Hon. Jonathan Phillips, *president;* Hon. William B. Calhoun, *vice-president;* Mr. Richard D. Tucker, *treasurer;* Mr. Charles H. Locke, *secretary;* Dr. John D. Fisher, Dr. John Homans, and Messrs. Joseph Coolidge, Pliny Cutler, William H. Prescott, Samuel T. Armstrong,

Edward Brooks, and Stephen C. Phillips, *trustees*. In accordance with the act of incorporation, four other trustees were chosen by the state board of visitors, consisting of the governor, the lieutenant-governor, the president of the senate, the speaker of the house of representatives, and the chaplains of the legislature. A motion was made to change the name of the corporation from that of the *New England Asylum for the Blind*, to the *American Asylum for the Blind;* but after discussion it was withdrawn. Meanwhile Dr. Fisher, who had been foremost in promoting this noble enterprise, being unable to engage in it personally, had enlisted the sympathy and coöperation of Dr. Samuel G. Howe, who had just returned from the scenes of his philanthropic mission and military exploits in Greece. A small fund for commencing the work had been provided by the legislature, which, by a resolve of March 9, 1830, allowed to the institution for the blind the unexpended balance of the appropriation for the deaf-mutes at the Hartford asylum; and on the 18th of August, 1831, the trustees entered into an agreement with Dr. Howe, by which he was engaged as "principal" or "superintendent" of the asylum for the education of blind persons. In article III. of this contract he was intrusted as follows: — "The first duty of Dr. Howe will be to embark for Europe, in order to make himself fully acquainted with the mode of conducting such institutions; to procure one, or at most two, instructed blind as assistant teachers; also, the necessary apparatus."

In accordance with these instructions, Dr. Howe immediately sailed for Europe, where he visited and care-

fully studied all the principal institutions for the blind; and in his report to the trustees he says that he "found in all much to admire and copy, but also much to avoid." On the whole, however, he "considered them as beacons to warn rather than as lights to guide." In an article on the education of the blind, published by him two years later in the "North American Review," he criticized their work at some length, and said that "the school of Edinburgh was decidedly of a higher order than any other in Great Britain." Of that of Paris his impressions were very unfavorable, and were expressed as follows: "There pervades that establishment a spirit of illiberality, of mysticism, amounting almost to charlatanism, that ill accords with the well-known liberality of most French institutions. There is a ridiculous attempt at mystery, — an effort at show and parade, which injure the establishment in the minds of men of sense. Instead of throwing wide open the door of knowledge, and inviting the scrutiny and the suggestions of every friend of humanity, the process of education is not explained, and the method of constructing some of the apparatus is absolutely kept a secret. We say this from personal knowledge."

Dr. Howe returned to Boston in July of 1832, bringing with him, as assistants, Mr. Émile Trencheri, a graduate of the Paris school, as literary teacher, and Mr. John Pringle, of the Edinburgh institution, as master of handicrafts. In August of the same year he opened a school at his father's residence, No. 144 Pleasant street, having as pupils six "blind persons from different parts of the state, varying in age from six to twenty years." These scholars had been under instruc-

tion five months, and had already learned to read embossed print; had made considerable progress in the study of geography from maps in relief, in arithmetic, and in music, when a memorial was presented to the legislature, in January, 1833, setting forth the condition and wants of the institution and praying for aid. At the annual meeting of the corporation in that year, Dr. Howe was elected secretary, and this office, together with that of superintendent, or "director," of the institution, he held from that time until his death in 1876, a period of forty-three years.

Early in the year 1833, the half-dozen pupils with whom Dr. Howe had commenced the experiment of teaching sightless children exhibited the results of their six months' tuition before the legislature of Massachusetts, and the practicability of educating the blind was so satisfactorily proved by their performances, that the general court at once made an appropriation of six thousand dollars per annum to the institution, on condition that it should receive and educate, free of cost, twenty poor blind persons belonging to the state. A number of public exhibitions were given in Boston, Salem, and elsewhere, and an address, containing much valuable information collected by Dr. Howe while in Europe, was widely circulated. The result of these efforts was far more favorable than had been expected, and the interest and sympathy of the community were so thoroughly roused and excited, that subscriptions and donations were freely given. The ladies of Salem first suggested the idea of a fair; and, assisted by those of Marblehead and Newburyport, they got up a splendid *fête*, which, besides calling forth a display of all the

energy of female character and all the kindlier feelings of the human heart, resulted in a net profit of $2,980. Resolving not to be outdone, the ladies of Boston entered the field with great ardor, and, persevering for several weeks, they opened a bazaar on the first of May, in Faneuil Hall, which exceeded in splendor and taste anything of the kind ever got up in this, or perhaps in any other, country. A vivid description of the fair, from the pen of Dr. Howe, was published in the "New England Magazine," and its net profits amounted to $11,400.

The institution had now taken firm hold upon the sympathies of a generous public, and it needed something to call forth and direct its expression; this was the donation of Col. Thomas H. Perkins of his mansion-house and grounds on Pearl street, valued at twenty-five thousand dollars, for a permanent location for the school, provided that a fund of fifty thousand dollars could be raised. The following imperfect cut of the mansion is copied from the "Penny Magazine for Useful Knowledge."

The liberal spirit of Col. Perkins was so warmly seconded by the community, that within one month the sum of fifty thousand dollars was contributed. Exhibitions were also given in other states, and the legislature of Connecticut voted an appropriation of one thousand dollars per annum, for twelve years, for as many blind children as could be educated for that sum; Vermont made an appropriation of twelve hundred dollars, for ten years; and New Hampshire a temporary appropriation of five hundred dollars. The states of Maine and Rhode Island afterwards adopted a similar

course, and thus the institution at Boston became the educational establishment for the blind of all the New England states, as the asylum at Hartford already was for the deaf-mutes.

MANSION-HOUSE AND GROUNDS OF COL. THOMAS H. PERKINS.

Sufficient means to insure the permanent establishment of the school having been thus provided, such alterations as were necessary to accommodate a large number of pupils were made upon the premises in Pearl street, and an adjoining estate was purchased, which was much needed for a play-ground. By this addition the corporation became owners of the whole

square between Pearl and Atkinson streets. The institution was advertised as open to pupils from all parts of the country, and the little school already opened at Dr. Howe's residence was removed to its new home in September, 1833. At the close of the year the number of pupils had increased to thirty-four.

The school being now well established, and in a condition of vigorous growth, Dr. Howe began to devote himself to the study and improvement of the means and appliances for teaching the blind. By his own exertions he raised subscriptions for a printing-fund; and, after many and costly experiments with the ordinary printing-press, a new one, especially adapted to the work of embossing books for the blind, was obtained at considerable expense. A series of experiments made by the doctor in arranging an alphabet legible to the touch, resulted in the adoption of a slight modification of the ordinary Roman letter of the lower-case; and this has been known as the Boston type. This was the first printing-office for the blind opened in any American institution; and its work was so actively carried on that very flattering testimonials of its worth were soon received in the shape of orders from England, Ireland and Holland. The British and Foreign Bible society ordered a complete edition of the book of psalms, for which they paid seven hundred and fifty dollars. The exertions of Dr. Howe to establish a printing-fund for the blind on a solid and permanent basis were incessant and unwearied, in season and out of season. For this end he visited Washington with three of his pupils, whose attainments he exhibited to the members of congress, hoping to induce them to found a national printing-establishment

for the blind. Failing in his first effort, he organized a second visit to Washington in 1846, accompanied by the superintendents and select scholars of the institutions of New York and Philadelphia, as well as pupils from this school, and proposed to congress either to give a portion of the fund of the Smithsonian Institute for this purpose, or to make an endowment similar to that received by the asylum for deaf-mutes at Hartford. The prospects looked hopeful for the accomplishment of so great and noble an end, when the darkening of the political horizon by the breaking out of the Mexican war precluded the furtherance of the enterprise by the entire engrossment of congress in that momentous subject.

Instruction in the literary department of the institution included not only the simple branches of a common-school education, but some of the higher mathematics, a knowledge of history, astronomy and natural philosophy; and the study of languages was early introduced. In addition to vocal music and instruction upon the piano and organ, the foundation for an orchestra was immediately commenced. The tuning of pianofortes was taught as a practical employment, and a mechanical department was opened for male pupils, in which they learned to manufacture mattresses, cushions, mats and baskets; while the girls were taught sewing, knitting, braiding, and some household duties.

The institution grew so rapidly that within a short time increased accommodations were necessary; and a new wing, as extensive as the original building, was erected in 1835.

The state continued its annual appropriation for its

beneficiaries; and upon this the institution was mainly dependent for the means of meeting its current expenses. This income was, however, supplemented by the smaller appropriations made by the other New England states, by fees received from private pupils (some of whom came from distant parts of the country), by donations, and an occasional legacy.

In 1839, an opportunity occurred for advantageously changing the location of the establishment. The Mount Washington House, on Dorchester Heights, at South Boston, was thrown into the market; and Col. Perkins having very generously and promptly withdrawn all the conditions and restrictions attached to the gift of his mansion for a permanent residence for the blind, an even exchange of the Pearl street estate for the Mount Washington House was effected. In grateful appreciation of the liberality of Col. Perkins, not only in his first gift, but also in the alacrity with which he withdrew all its restrictions when they became a hindrance to the growth of the institution, the trustees desired to connect his name permanently with the establishment, and accordingly, at their recommendation, the corporation passed, at a meeting held March 15, 1839, a resolve, "*That from and after the first day of April next, this institution shall be called and known by the name of the* PERKINS INSTITUTION AND MASSACHUSETTS ASYLUM FOR THE BLIND."

The establishment was removed to the new premises in South Boston in May, 1839. The elevated situation, the abundance of open ground in the neighborhood, the unobstructed streets, and the facilities for sea-bathing, made this change of location highly desirable on account

of its superior healthfulness; and the spacious building, which afforded large and airy rooms for the various needs of the school, and gave ample space, not only for a large increase in the number of pupils, but also for entirely separate arrangements for each sex, combined to render it such an acquisition as the best friends of the institution would desire, but such as the most sanguine would scarcely have dared to hope for.

PERKINS INSTITUTION AND MASSACHUSETTS ASYLUM FOR THE BLIND.

In 1840, an additional department was opened "for the purpose of providing employment for those pupils who have acquired their education and learned to work, but who could not find employment or carry on business alone." The making, cleansing and renovating of beds, mattresses and cushions; the manufacture of mats and brooms and cane-seating chairs, were the occupations chosen as those in which the blind could best compete with seeing workmen. In reference to the need of such a department, the trustees in their annual report wrote as follows: —

"Many a blind person has acquired a knowledge of some handicraft, but he cannot work at it as seeing workmen do, or be employed in a common workshop. He has no capital, perhaps. and cannot buy materials, or wait uncertain times for the sales, and he is idle. It is for the sake of such persons, and we are happy to say, that a separate work department has been opened during the past year; and a beginning made of an establishment which, if successful, will become of great value to the blind."

The test of years proved this department to be a valuable auxiliary in assisting the blind to self-maintenance, not only by furnishing the necessary aid by which many of the adult pupils could carry on their trades in fair competition with ordinary workmen, but also in providing for another class, who had hitherto been left uncared for, viz., those who, dependent upon manual labor for self-support, had by accident or sickness been deprived of sight at too advanced an age to enter the school as ordinary pupils. To many such persons the opportunity thus afforded for learning a trade was their only salvation from pauperism.

At about this period the several departments of the school were arrayed in admirable working order, and promised good harvest. That of music — in which the seeds of excellence were planted and fostered by such eminent professors as Lowell Mason, Joseph A. Keller, and later by H. Theodore Hach — had entered upon that career of beneficence which it has so long and so fully sustained; while a number of young men and women were remarkably successful in the field of literature, and some of the former were preparing to enter one or two of the leading colleges of New England.

The evils attendant upon congregating together so many persons laboring under a common infirmity were perceived at an early date in the history of this institution, and the unfavorable effects were especially felt in connection with the industrial department. The result was that the first steps towards correcting this evil were taken in 1850; when, a new workshop having been erected (partly by a special appropriation of the state and partly at the expense of the institution), the adult blind were entirely removed from the building and scattered about the neighborhood, boarding in different families where they could find accommodation, and going daily to the shop like ordinary workmen. They were paid regularly every month, and their wages were usually sufficient, by prudent management, for their support. Some who could work successfully in their own neighborhoods were aided by the purchase of stock for their use, and by the privilege of leaving their goods for sale at the store opened in the city mainly for the benefit of this department. Those who, from loss of sight in later life, entered the workshop to learn some kind of handicraft were expected to pay the cost of their board until the trade was acquired; after which, if they remained, they received wages in proportion to the character of their work. The workshop for the pupils, however, continued to be carried on within the walls of the institution.

The industrial department for adults furnished employment mainly to men, and having proved so successful after a trial of many years, it was thought advisable, in order to meet the great need of more occupations for blind women, to try the experiment of a laundry conducted on the same plan. Accordingly, in 1863, a build-

ing was hired for the purpose and a laundry opened, which, in addition to the washing and ironing for the institution, and for the school for feeble-minded youth, also sought the patronage of private families. The experiment was continued for nearly five years; but much seeing help was needed to secure the satisfactory performance of the finer parts of the work furnished by customers, and the cost of their services left so small a sum for the wages of the blind women, that the scheme was abandoned as impracticable, save for doing the work of the institution.

The evils of the congregate system were more and more felt as years went on and the growth of the establishment increased. The subject of reörganizing the institution by building several dwelling-houses and dividing the blind into families had been repeatedly discussed in the annual reports for several years, and a claim for an appropriation for buildings was urged upon the attention of the legislature. With the exception of five thousand dollars toward the erection of the new workshop, in 1850, the state had furnished no means for building purposes until, by a resolve of 1868, the sum of fifteen thousand dollars "was allowed for buildings, — workshop, laundry, etc., — to be paid when a similar sum had actually been raised by the friends of the institution." But as the experiment of a public laundry was abandoned, and the building would soon demand such extensive repairs and alterations as would far exceed the appropriation, it was decided to let this remain until a sufficient sum could be raised for such new buildings, alterations, and improvements as the proper reörganization of the school demanded. Accordingly the trustees applied to the legislature, and

their petition was referred to the committee on charitable institutions, who reported unanimously in its favor, urging the claim as follows: —

"It would be a waste of words to urge the claim which blind children have for a full share of the means of instruction which the state accords to all the young. They have even stronger claims than common children; they carry a burden in their infirmity, because they come mostly of poor and humble parents; and because, without special instruction and training, they are almost certain, sooner or later, to become a public charge. All children have a right to instruction. The children of the rich are sure to get it; and the state is bound, alike by duty and interest, to see that none lacks the means of obtaining it. . . .

"The trustees ask that the commonwealth will furnish them with the means of educating her blind children in some slight degree proportionate to the means she has so liberally furnished for educating her seeing children. They do not ask it as a charity, but they expect it as a part of the obligation early assumed to educate every son and daughter of the commonwealth. For her seeing children Massachusetts opens primary, grammar and high schools. Every town is required by law to provide adequate instruction, free, for all seeing children of suitable age. . . .

"We believe that blind children have the same claim upon the state for education as seeing children, and that their needs are greater; that the commonwealth owes to her blind children the opportunities for better education than those hitherto enjoyed, which have been confined almost entirely to merely elementary studies; that she is abundantly able to furnish them means, and cannot afford to withhold them; that she has an institution where these children can be educated more cheaply and more successfully than in any other institution in the world, and that every consideration of economy and of humanity appeals to the legislature to place at the disposal of the trustees of this institution the means of increasing its usefulness, and of enlarging and perfecting the efforts which have made the Massachusetts institution for the blind an honor to the commonwealth and a blessing to mankind."

This report closed with the following resolve, which, as here amended, passed both branches of the legislature unanimously: —

"*Resolved*, That there be allowed and paid to the trustees of the Perkins Institution and Massachusetts Asylum for the Blind the sum of eighty thousand dollars, and the same is hereby appropriated, for the purpose of erecting suitable buildings for the use of the institution, the same to be paid from time to time in instalments, as may be certified to be necessary by the trustees: *provided*, that no portion of the said sum shall be paid until the said trustees shall have conveyed to the commonwealth, by a good and sufficient deed, and free from all incumbrances, the land on which the buildings to be erected shall stand, and so much adjacent thereto as the governor and council shall require; and until the plans for said buildings shall have been approved by the governor and council."

This resolve was passed in 1869, and in accordance with its terms the corporation deeded the required portion of land to the commonwealth. But the sum granted was insufficient to accomplish all the necessary changes, and in order to meet the conditions of the appropriation of fifteen thousand dollars made in the preceding year, contributions to a similar amount were raised among the friends of the blind. The plans for buildings were prepared, submitted to the governor and council, and approved by them, and the work was soon commenced. Four dwelling-houses were erected on Fourth street, and a schoolhouse, with recitation and music-rooms, was built at a convenient distance. The premises occupied by the new buildings were divided from those on which the old structure stood by a fence. This arrangement afforded easy and pleasant means for entire separation of the sexes. The cottages, with the

new schoolhouse, were occupied by the girls, who were gradually arranged into four distinct families, while the main building was entirely devoted to the use of the boys. An attempt was made to classify the latter, as far as the internal conveniences of the house permitted, by dividing them into small families, each group having a particular flat for sleeping chambers and the like, and separate tables in the dining-rooms. Though this arrangement could not be as satisfactorily carried out as in the girls' department, it was a great improvement upon the preceding one.

The buildings having been entirely completed, the institution was reörganized upon the new system in October, 1870; and the experience of the past eleven years has proved the sagacity, foresight and broad-mindedness of its great founder and benefactor, who strove persistently to the very last day of his noble career to reform traditional evils and bring about a new order of things more in harmony with advanced civilization and the long-cherished idea of a home.

By the death of Dr. Howe, which took place on the 9th of January, 1876, the institution lost not merely its director, but its lifelong friend and champion. He had devoted himself to the cause of the blind in the zeal and enthusiasm of early manhood; he had given to it the wisdom and experience of his mature years, and it continued to be the object of his tenderest care until the end of his life. He had organized the first attempts in this country to educate the blind, and had not only arranged for them a system of instruction and training imbued with the spirit of manliness and progress, and calculated to raise their social and moral status, but had

pleaded their cause in fifteen states with the eloquence of earnestness and with remarkable success. He appeared before the legislatures and other notable assemblies in

Ohio, Virginia, South Carolina, and Kentucky, and his addresses, with the performances of three of his first pupils, — Sophia and Abby Carter and Joseph B. Smith, — were so effective, that provision for the education of the blind was made in those states before the representatives of the people had time to wipe the tears from their eyes. In order to promote the interests of the class to whose welfare he devoted his best energies, he addressed large audiences, and exhibited before them the attainments of his pupils, not only in most of the cities of New England, but in New York, Washington, Baltimore, Augusta (Georgia), Louisville, and later in several places in the provinces of Ontario and Quebec, in Canada. Words with Dr. Howe were as sparingly used

as the few tools around the mason — his trowel, hammer, and mortar — when he raises the substantial fabric of wall or house; but those which he employed seemed as if they were forged in the fire of his enthusiasm and made resistless. He was tireless in his endeavors for the amelioration of the condition of the blind, and his achievements in their behalf will always stand out like the majestic purple of the clouds against the azure sky of philanthropy. When the experience of years and the growth of the school under his immediate care demanded improved methods, Dr. Howe was among the first to "read the signs of the times," and reorganized his work upon a better system. During the later years of his life he labored especially to remove the school from the class of charitable institutions, and to put it on the same footing with other educational establishments. His work was taken up and carried on in the same spirit, and the final act necessary to remove from it entirely the idea of an asylum was accomplished when, at a meeting of the corporation held Oct. 3, 1877, it was "*Voted*, that the institution shall hereafter be called and known by the name of PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND."

The means for the support of the establishment are supplied by the same sources as when first established. The state of Massachusetts gradually increased its annual appropriation from six thousand dollars in 1833 to thirty thousand dollars in 1869. The other New England states continue to pay in proportion to the number of their pupils; and friends of the blind have aided from time to time by donations and bequests.

The character of the institution has always been that

of a school for blind youth of both sexes. Its main object has been from the beginning to furnish them with the means and facilities for a thorough practical education, and thus to enable them to depend upon their own exertions for their support, and to become useful and happy members of society. To compass this end a system of instruction was gradually arranged which, although not differing in its principal features from those employed in educational establishments for seeing youth, was, in some of its details, better adapted to the requirements of the class of children for whose special benefit it was intended. This system was sound in principle, practical in its methods, broad in its purposes, and liberal in its policy. It aimed at the full development of the energies and capacities of the blind, and embraced the following instrumentalities: —

First, instruction in such branches of study as constitute the curriculum of our best common schools and academies.

Secondly, lessons and practice in music, both vocal and instrumental.

Thirdly, systematic instruction in the theory and practice of the art of tuning pianofortes.

Fourthly, training in one or more simple trades, and work at some mechanical or domestic occupation.

Fifthly, regular gymnastic drill under the care of competent teachers, and plenty of exercise in the open air.

The main object of this comprehensive system was to unfold the mental faculties and strengthen the bodily powers of the blind in definite order; to cultivate in them the æsthetic element and prepare them for liberal

professions; to train them up in industrious and virtuous habits; to develop to the utmost extent all their faculties and aptitudes; and lastly, to make them hardy and self-reliant, so that they might go out into the world, not to eat the bread of charity, but to earn a livelihood by honest work. A comparison of the present condition of the blind of New England with that of fifty years ago will show that this system has proved a complete success and produced abundant fruit, and that the institution, conceived in the benevolence of the citizens of Boston, and nurtured by the tender and fostering care of such distinguished men as Jonathan Phillips, Peter C. Brooks, Thomas H. Perkins, Samuel Appleton, Samuel May, Edward Brooks, William Oliver, and a host of others, has kindled in America the Promethean fire of enlightenment for the sightless, and wrought a wonderful revolution in the realm of humanity.

VI. — Instruction and Training of Laura Bridgman.

An account of this institution would be incomplete if it failed to mention the remarkable success achieved in the education of Laura Bridgman. Cases of combined loss (or lack) of sight, hearing and speech are so extremely rare, that able writers and philosophers had discussed the possibility of teaching beings so deprived of the senses necessary for communion with their fellows any systematic language for such intercourse. But no such person seems to have come to the knowledge of these teachers and philosophers, and it was considered an open question whether such education were possible, when Dr. Howe, having found "in a little village in the mountains a pretty and lively girl about six years old,

who was totally blind and deaf, and who had only a very indistinct sense of smell," resolved to try the experiment of establishing a means of communication between the human soul thus buried in darkness and silence and the world outside.

Laura Bridgman was born at Hanover, N.H., Dec. 21, 1829. She was a bright, pretty infant, but very delicate, and subject to fits until she was eighteen months old, when her health began to improve, and at two years of age she was an active, intelligent and healthy child. She was then suddenly prostrated by a fever, which raged violently for seven weeks, and deprived her entirely of the senses of sight and hearing, and blunted those of taste and smell. For five months she lay in a darkened room; and two years had passed before her health was fully restored. Though thus deprived of most of the usual means of communication with others, she was interested in things about her, and showed a desire to learn. She soon began to make a language of her own; and had a sign to indicate her recognition of each member of the family. Her power of imitation led her to repeat what others did, and by means of this faculty she had learned to sew a little, and to knit. When Dr. Howe first saw her, he described her as having "a well-formed figure; a strongly-marked, nervous-sanguine temperament; a large and beautifully-shaped head; and the whole system in healthy action." Her parents were willing to allow the trial of Dr. Howe's plan of teaching their unfortunate child, and on the 4th of October, 1837, she was brought to the institution.

The first lessons were given by taking small articles

of common use, such as a *key*, a *pen*, etc., having labels pasted upon them with their names in raised letters, and allowing her to feel of these very carefully, over and over again, until she came to associate the word thus printed with the article itself; and when shown the name apart from the object, would at once bring the object which the name called for. In order to teach her the value of the individual letters of which these names were composed, short monosyllabic words were first selected, such as *pin* and *pen;* and by repeatedly examining these, she came to perceive that they consisted of three separate signs or characters, and that the middle sign of one differed from the middle sign of the other. The task of teaching these early lessons was a very slow one; but Laura began by being a willing and patient imitator, even before she had any conception of the meaning or object of these lessons; and when, by degrees, some idea of their signification dawned upon her, her delight was so unmistakably manifested, and her zeal and interest became so great, that the slow process became a pleasant work. After learning to associate the printed names upon the labels with the articles, the letters were given her on detached pieces of paper, and she was taught to arrange them so as to spell the words which she had already learned upon the labels. She was next supplied with a set of metal types with the letters of the alphabet cast upon their ends, and a board containing square holes, into which the types could be set, so that only the letters upon the ends could be felt above the surface; and with these she soon learned to spell the words which she knew, as she had with the paper slips. After several

weeks of this practice she was taught to make the different letters by the position of her fingers, and thus dispense with the more cumbrous aid of board and types. About three months were spent in thus teaching her the names of some common objects, and the means of expressing them by setting up type, or by the manual alphabet. She was so eager to learn the name of every object with which she came in contact that much time was spent in teaching her these. Next came words expressing positive qualities; then the use of prepositions; and she easily acquired the use of some active verbs, such as to *walk*, to *run*, to *sew*, etc., although the distinctions of mood and tense came later. The process of teaching was necessarily so slow, that, notwithstanding the unusual quickness of apprehension and eagerness to learn, she had attained only about the same command of language as that possessed by ordinary children at three years of age when she had been under instruction twenty-six months, and was ten years old. But as she now possessed the means for the acquirement of all knowledge, and she became capable of expressing her own thoughts, feelings and impressions, the process of teaching her and watching the development of her moral and intellectual nature became more and more interesting. Her sense of touch became more acute, and there was some improvement in the senses of taste and smell. Laura seems to have possessed an innate love of neatness and modesty which, even in early childhood, prevented her from ever transgressing the rules of propriety. She had a bright and sunny disposition, which delighted in fun and merriment; an affectionate and sympathetic nature, and a ready confi-

dence in others; and her conscientiousness and love of truth were early developed. When she had acquired a sufficient command of language to converse freely by means of the manual alphabet, her circle of friends and acquaintances began to enlarge, and the development of her character was greatly aided by coming into contact with a variety of persons. A few years later she took

LAURA BRIDGMAN TEACHING OLIVER CASWELL TO READ EMBOSSED PRINT.

great interest in assisting in the education of Oliver Caswell, who was similarly afflicted with herself. By the special teaching adapted to her condition, Laura has acquired a good education, and is very skilful in many of the employments of women: such as sewing (both by hand and by machine), knitting, crocheting, and some fancy work; and she is also capable of performing many household duties. She is very intelligent, and fond of

reading and of social intercourse; and, notwithstanding the isolation which her lack of sight, hearing and speech necessarily involves, her life is an industrious and a happy one.

Dr. Howe watched and guided the development of this little shut-in human treasure with a father's care from the beginning. She was never absent from his thoughts; and to her training he devoted the best and freshest powers of his mind and life. Laura, as the first-fruits of his genius, commanded his time, his energies and his attention; but, like other great architects, he also employed the assistance of skilled workmen, and Laura had, on the whole, good and efficient teachers, of whom the one distinguished by breadth of mind and capacity for carrying out the work so wonderfully begun by his creative mind was Miss Wight, afterward the wife of Mr. George Bond.

VII.—Establishment of other Institutions in America.

Even as the Paris school served as a model and stimulus for the establishment of similar institutions all over Europe, so did that of Boston in America. The initiatory steps taken in this city gave an impulse to the active philanthropy of Dr. Samuel Akerly and Mr. Samuel Wood, and through their influence and exertions the New York institution for the blind was incorporated on the 22d of April, 1831. On the 15th of March, 1832, three blind boys were taken from the almshouse of the city and placed under the direction of Dr. John D. Russ, who was invited to coöperate with the managers of the institution from the beginning, and who kindly volunteered his services to give

instruction to the pupils. On the 19th of May of the same year, three other children were added to their number, and with the six a school was opened at No. 47 Mercer street. The experiment proved a success, as was anticipated; and at the end of the year 1833 the institution was removed to its present location on Ninth avenue. During his connection with the school, Dr. Russ devised, among other educational facilities, a phonetic alphabet which showed some ingenuity, but did not come into use. He resigned his place in 1836, and was succeeded by Mr. Silas Jones in August of that year; but he continued to manifest, from time to time, great interest in the improvement of educational appliances for the blind. He was the first projector and advocate of the horizontal system of point writing, and the alphabet in that system which he arranged in the year 1862 and 1863 is identical in its main principles with that which is used in many American institutions to-day, and differs from it only in some of the minor details. A little sheet which was periodically published by Dr. Russ, under the title of the "Experiment," for the purpose of explaining and illustrating his contrivances, bears ample testimony to this statement. Among other things, the doctor devised a method of printing between the lines on both sides of the paper, which was readily adopted at the Paris school for the blind in 1867, and from that institution was carried to England by Dr. T. R. Armitage, who, although always eager to profit by inventions in this direction, does not seem inclined to disclose any of his own. Fortunately, however, there is no danger of great loss to the blind in general from secrecy of this kind, for the real value of the con-

trivances made in such a spirit seldom exceeds the cost of the ink and paper required for their description.

With regard to the early administrations of the New York institution, it may be said that no one was thoroughly successful, and the progress of the school was retarded by the want of an efficient head to direct its affairs. In 1845, Mr. James F. Chamberlain was elected superintendent, and under his management an era of prosperity and advancement dawned for the establishment.

The third American institution was founded in Philadelphia, by the society of friends, on the 5th of March, 1833. A house was soon provided, and the services of Mr. Julius R. Friedlander, as principal, were secured by the managers. Mr. Friedlander was of German origin, and began to occupy himself with the blind in the year 1828, when he resided for a little while at the school in Paris. He continued this study in London, and finally entered the institution for the blind at Bruchsal, in the grand duchy of Baden, as sub-master. The description which the duke of Saxe Weimer had given of the city of Philadelphia, and of the hospitality of its inhabitants, produced in the mind of Friedlander an earnest desire to expatriate himself in order to establish in that city an institution for the education of sightless children. He organized the school with great care and deliberation; gave exhibitions of the attainments of his pupils before the legislatures of Pennsylvania, Delaware and New Jersey, and obtained appropriations for the support of beneficiaries from each of these states, and later from that of Maryland. The institution occupied its present location on Race street in October, 1836.

Mr. Friedlander was obliged to spend the winter of that year in the West Indies, for the restoration of his impaired health; and his place was temporarily supplied by Mr. Sprout, assistant instructor, and Mr. A. W. Penniman, a graduate from the New England school. Mr. Friedlander returned from the South on the 4th of March, 1839, and died at the institution on the 17th of the same month, lamented by managers, teachers and pupils, and was succeeded by Dr. Joshua Roades, who subsequently became superintendent of the Illinois institution for the blind, where he remained until near the end of his life.

Ohio comes next in order in the good work of the education of the blind. The idea of establishing a school in Columbus for that purpose was first conceived by Dr. William M. Awl, as early as 1835. Through his efforts, on the 11th of March, 1836, the legislature passed a resolution, by which he, with two others, Dr. James Hodge and Col. N. H. Swayne, were appointed trustees to collect information in relation to the instruction of the blind, and submit a report to the next general assembly. Circulars were at once sent to the justices of the peace in all the townships in the state; and in order to create a public interest in the subject, Dr. S. G. Howe was invited to lend his assistance. He promptly offered his services, and in the latter part of December, 1836, he appeared before the legislature and a large number of influential persons who were gathered at the state-house, and made a stirring address which, supplemented by an exhibition of the attainments of three of his pupils whom he had brought with him, made so deep an impression upon

the community in general, and upon the minds of the representatives of the people in particular, that in April, 1837, an act incorporating the institution was triumphantly passed, and an appropriation for commencing the building made. The school was organized by Mr. A. W. Penniman, who was recommended to the trustees by Dr. Howe, and on the 4th of July, 1837, was publicly opened in the First Presbyterian church in Columbus. Maps, globes, books and all other educational appliances and apparatus for the young institution were prepared in this establishment, and there exists in our records a copy of a long and exceedingly interesting letter, addressed by Dr. Howe to Dr. Awl, in which a complete plan of buildings adapted to the wants of the blind is sketched. I need hardly add in this connection that long experience, keen observation, and mature reflection had so essentially modified Dr. Howe's early views on this point, that he became the irreconcilable foe to expensive piles of bricks and mortar and vast congregations of human beings under one roof, and the enthusiastic and irresistible advocate of the family or cottage system.

The fifth American institution was founded in the state of Virginia; and the following letter of Dr. Howe, dated Boston, March 14, 1837, and addressed to Rev. W. S. Plummer, of Richmond, clearly shows its origin: —

"Dear Sir, —With this letter you will receive a copy of our annual report for the past year. Has anything been done yet towards establishing an institution for the education of the blind in your section of the country? If not, the work should be commenced, and that soon; for since Providence has pointed out the

way by which so much knowledge and happiness and benefit, both to soul and body, may be conferred upon this hitherto neglected class, it seems to me imperative upon us to be acting in it.

"I would gladly have visited Virginia with my pupils on my return from Ohio; but strong necessity bade me return here at once.

"I feel confident that if the subject could be brought before the public and your legislature, the foundation of a noble establishment which would confer benefit through future ages might be laid broad and deep. I believe, too, that a more vivid impression could be made now, while the subject is comparatively new, than hereafter.

"Can I in any way be useful in such an undertaking? I shall have a vacation and short release from my duties here in May. I would gladly devote the time to any effort for the benefit of the blind in any other section of the country, provided there was a reasonable hope of success, and prospect of coöperation from others. Will you give me your views on the subject?

"With much respect, truly yours,

"S. G. Howe."

The words of this letter found a peculiarly congenial soil for fruition in the tender heart of Mr. Plummer, and a correspondence ensued between the two philanthropists which resulted in an arrangement for a visit of Dr. Howe, with three of his pupils, to Virginia. Meanwhile the proposition of Mr. F. A. P. Barnard, of New York, to unite the deaf-mutes with the blind, was accepted, and a combined exhibition was given before the legislature in Richmond, in January, 1838, which produced the desired effect. On the 31st of March of the same year the bill to incorporate a dual institution for the deaf-mutes and the blind was passed, and the sum of twenty thousand dollars was appropriated for the purpose of procuring a suitable site and erecting

thereon the necessary buildings, together with ten thousand dollars for the support of the establishment. A board of visitors was appointed during Governor Campbell's administration, and, after some delay for preliminary arrangements, the two schools of the institution at Staunton got into full operation, with the Rev. Joseph D. Tyler as principal of the department for deaf-mutes and Dr. J. C. M. Merrillat of that for the blind. Virginia's example of bringing the two classes together under one organization and government was unfortunately followed by eight other states, three of which — those of Louisiana, Minnesota and Michigan — have dissolved the unnatural and vexatious union, and formed separate institutions for each class.

Next to Virginia, Kentucky fell into the line of the good cause. The first attempt to induce the legislature of that state to establish a school for the blind was prompted by a former pupil of Dr. Howe, Mr. Otis Patten, in 1840; but, so far as I can judge from the correspondence which I have before me, it was not crowned with success. Mr. Patten wrote to his teacher and friend of the failure; and from Dr. Howe's reply, dated July 7th, 1841, I make the following extract: — "Do not attempt anything unless you are sure that every possible provision has been made for every possible contingency. I have it very much to heart to see institutions for the instruction of the blind built up in every part of the country, and I would willingly make any personal sacrifice or effort to effect it. If it is thought I can be of any use, I will come to Louisville and take the matter in hand. I will devote myself entirely to it, and ask no compensation for my time or expenses." On the 15th

of November of the same year, Dr. Howe addressed a letter to Dr. J. B. Flint, of Louisville, on the subject, in which, after referring to Mr. Patten's earnest efforts, he speaks as follows: — "I am very desirous of making the attempt this winter myself, with the aid of two of my pupils, to persuade your legislature to some immediate action on the subject, and if I can obtain a hearing I am sure I shall succeed." Arrangements were at once made, and Dr. Howe, with his two favorite pupils, Abby and Sophia Carter, proceeded to Kentucky, where — joined by Mr. William Chapin, then superintendent of the Ohio institution, with some of his best pupils — they gave together an exhibition before the legislature. On the 5th of February, 1842, an institution was incorporated by an act of the general assembly, and visitors or managers were soon appointed. A suitable house was rented in Louisville, which was furnished by the liberality of the inhabitants of that city, who also generously contributed funds sufficient to sustain the institution during the first six months of its infancy; and the school was opened on the 9th of May, with Mr. Bryce Patten as director, Mr. Otis Patten as teacher, and five pupils, whose number increased to ten before the end of the year.

On his way to Kentucky, Dr. Howe stopped at Columbia, South Carolina, and made a strong plea in behalf of the blind before the legislature of that state. From a long correspondence relating to the preliminary arrangements of this visit I make a few extracts, which are characteristic of the great champion of humanity. In a letter dated July 4th, 1841, and addressed to Dr. H. S. Dickenson, of Charleston, Dr. Howe speaks as follows: — "I am inclined to the opinion that no pre-

paration will be necessary; because I have not the slightest doubt about being able to carry the feelings of your legislators entirely away with the subject. I do not mean that I have any peculiar power of enlisting the feelings, so far from it, the very absence of eloquence gives additional effect to the irresistible appeal which the blind children themselves make." To governor T. P. Richardson, Dr. Howe wrote as follows on the subject: — "I desire most ardently, before taking my hand from the plough, to see schools for the blind established in every part of the country, or at least provision made for their support. With this view I intend to address the legislature of South Carolina this winter, and so endeavor to induce them to do for the blind of the state what they do for the deaf and dumb, viz., make an appropriation for their education." To his friend, Dr. Francis Lieber, who was then professor of history and political economy in the South Carolina college, at Columbia, Dr. Howe wrote as follows on the 30th of November, 1841: — "It has occurred to me that you might be of essential service to the cause of the blind, if you would exert your influence to create an interest in this subject. From Columbia I shall go to Kentucky, where I think an institution will be founded immediately. I am very desirous of seeing ample provision made in every part of my country for the education of the blind, and I doubt not I shall be gratified."

Yes, Dr. Howe's most ardent wishes in this direction were fulfilled; for, in addition to the above-named states, twenty-four others established institutions in the following chronological order: — Tennessee, 1844; Indiana, 1847; Illinois, 1849; North Carolina, 1849; Wiscon-

sin, 1850; Missouri, 1851; Georgia, 1852; Maryland, 1853; Michigan, 1854; South Carolina, 1855; Texas, 1856; Alabama, 1858; Arkansas, 1859; California, 1860; Minnesota, 1862; Kansas, 1867; New York State, 1867; West Virginia, 1870; Oregon, 1872; Colorado, 1874; Nebraska, 1875. Thus twenty-nine States support their own institutions for the education of the blind, while the rest make provision for the instruction of their sightless children in the nearest schools.

European and American Institutions Compared.

In order to measure and compare the value and importance of the schools of Europe and of this country correctly and fairly, it is necessary to look at the principles which underlie them and the purpose with which they are administered.

In most of the European institutions the prevailing idea is, that what is done for the blind is in the spirit of favor and charity, rather than of right and obligation. The liberal and elevating influences of a free and thorough education, which alone can assist this afflicted class to rise above the clouds of ignorance and common prejudice, and breath the free air of independence, are wanting, and a depressing atmosphere of social inferiority and dependence surrounds them. A large number of the so-called schools, especially those in Great Britain, are mere asylums, chiefly supported by annual contributions, which are made and received in the nature of alms. This helps to strengthen and perpetuate what it is most desirable to destroy, namely, the old, unhappy and disadvantageous association in the public mind of blindness with beggary. But even in those establishments which

are endowed and supported by the governments, the pupils are brought up under such influences as favor the segregation of the blind into a class by themselves, and are neither inspired with those higher views of man's dignity and self-respect, nor fired up with that unconquerable desire for usefulness and self-maintenance which are so indispensable for their success in life. Hence the greatest number of their graduates relapse into their original state of inanition, and the glimmering of happiness which they have caught while under instruction is followed by a doubly dark and wretched future. The fact that even so eminent a man as Penjon, who held a professorship of mathematics at the college of Angers for thirty years with success and distinction, spent the latter part of his life, either willingly or from force of circumstances, amidst the misery of the *hospice des Quinze-Vingts*, illustrates strikingly the unfavorable effects of early education and training at so famous a school as that of Paris.

The most valuable distinctive feature of the American institutions is that they constitute an integral part of the educational system of the country. Their existence is planted in the letter and nourished by the liberal spirit of its fundamental laws. They are the creations of justice and equity, and not the offspring of charity and favor. Thus the right of the blind to participate in all the educational benefits provided for every child in the commonwealth is acknowledged by the state in its sovereign capacity; and since they cannot be taught in the common schools, an express provision is made for their instruction. This policy has acted very favorably upon the blind. It has strengthened their good im-

pulses, and fostered in them an upward tendency and noble determination to become useful and independent. It has inspired them with self-respect, and made them aim at a higher place in the social scale than they would otherwise have sought. The fruits of this policy began to appear soon after the organization of the American institutions. As early as 1837, Madame Eugénie Niboyet made the following remarks on the schools of this country in her valuable work entitled *Des aveugles et de leur éducation*: — "The American institutions, recently founded, are in many respects much superior to that of Paris." Again she says elsewhere: — "The Americans have left us behind. The pupil has become stronger (*plus fort*) than the master."

Another distinctive feature in the American schools is the spirit of individual independence and self-reliance which Dr. Howe breathed into the system of education and training which he arranged for the sightless children of New England, and which was afterwards more or less copied everywhere. He taught the blind that the maxim, "Heaven helps those who help themselves," is a well-tried one, embodying in a small compass the results of vast human experience. He inculcated among them the healthy doctrine of self-help as the most potent lever to raise them in the social scale; and as soon as it was understood and carried into action, ignorance and dependence upon alms and charity were reduced to their minimum: for the two principles are directly antagonistic; and what Victor Hugo says of the pen and the sword applies alike to them: "This kills that." I can give no better estimate of the powers of the great philanthropist in this respect than the one

made by Mr. George Combe in his "Tour in the United States," vol. I. p. 228, which runs as follows: — "It appears to us that Dr. Howe has a bold, active, enterprising mind, and to a certain extent he impresses his own character on the minds of his pupils. He enlarges the practical boundaries of their capacities by encouraging them to believe in the greatness of their natural extent."

In bringing this sketch to a close, I must add that the blind have availed themselves of the advantages offered by the schools, and have proved that in the stream of life they are not mere straws thrown upon the water to mark the direction of the current, but that they have within themselves the power of strong swimmers, and are capable of striking out for themselves; of buffeting with the waves, and directing their own independent course to some extent. Thus they have furnished a remarkable illustration of what may be effected by the energetic development and exercise of faculties, the germs of which at least are in every human heart.

All which is respectfully submitted.

M. Anagnos.

ACKNOWLEDGMENTS.

Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors and publishers, for concerts and various musical entertainments; for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, minerals and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. As far as we know, there is no community in the world which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

I. — Acknowledgments for Concerts and Operas in the City.

To the Harvard Musical Association, through its president, Mr. John S. Dwight, for fifty season-tickets to eight symphony concerts. The blind of New England are under great and lasting obligations to this association for the uncommon musical advantages which it has always extended to them in the most liberal and friendly manner since the inauguration of its concerts.

To Messrs. Tompkins & Hill, proprietors of the Boston Theatre, for admitting parties in unlimited numbers to ten operas.

To the Händel and Haydn Society, through its president, Mr. C. C. Perkins, and its secretary, Mr. A. Parker Browne, for tickets to the oratorio of "St. Paul," Mozart's "Requiem," Beethoven's "Mount of Olives," and the public rehearsal of Bach's Passion music.

To the Boston Philharmonic Society, for admission to five public rehearsals.

To Mr. C. C. Perkins, for tickets to the Dwight testimonial concert, to the Wulf Fries testimonial concert, and to five of the Euterpe concerts.

To Dr. Louis Maas, for admission to his orchestral concert, given for the benefit of the printing-fund of this institution.

To Mr. Benjamin Bates, for admission to one opera at the Gaiety Theatre; and to Miss Jessy Cochrane, to one operetta at the Boston Museum.

To the managers of the Tremont Temple, through the kindness of deacon Charles A. Roundy, for an invitation to attend the performance of the oratorio "Elijah" by the Händel and Haydn Society, two Morgan organ and harp matinées, and four Swan organ recitals.

To Mr. Joseph Winch, for admission to the oratorio of "Samuel" in Phillips church.

To the Apollo and Cecilia clubs, through the kindness of their secretary, Mr. Arthur Reed, for tickets to six concerts each.

To Boylston club, through Mr. G. L. Osgood, director, and Mr. F. H. Ratcliffe, secretary, for tickets to three concerts.

To the following distinguished artists we are under great obligations for admitting our pupils to their concerts: Mr. B. J. Lang, to two concerts and three rehearsals of the "Damnation of Faust," by Berlioz; to Mr. W. H. Sherwood, to four concerts; to Mr. Ernst Perabo, to two; to Mr. Arthur Foote, to eight; to M. Otto Bendix, to two; to Madame Dietrich Strong, to one; to Mr. J. A. Conant, to one; to Mr. Georg Henschel, to one recital; and to Mr. J. W. Brackett, to one of the Satter concerts.

We are also indebted to the managers of Dudley Hall for admission to four historical concerts; to Dr. E. Tourjée, director of the New England conservatory, to four concerts, three organ recitals, and to all the performances of the festival week; to Mr. Henry M. Dunham, to four organ recitals, and to Mr. John A. Preston to three; to Rev. J. J. Lewis, and Mr. A. G. Ham, to several concerts in the Universalist church, South Boston; to the Broadway Methodist Society, through Dr. L. D. Packard, to a

course of lectures and concerts; and to Mr. B. W. Williams, to three jubilee concerts.

II. — Acknowledgments for Concerts given in our Hall.

For a series of fine concerts given from time to time in the music-hall of the institution we are greatly indebted to the following artists: —

To Mr. Ernst Perabo, assisted by one of his pupils, Miss Amy Marcy Cheney.

To Madame Marie Fries Bishop, assisted by Mrs. Georgie Pray, Miss Louisa Fries, Mr. John Little, and Mrs. Alice Lee McLaughlin, reader.

To Mr. Wulf Fries and daughter.

To Madame Rametti, assisted by Miss Jessy Rametti, Mrs. G. Gibbs, Mrs. Freeman Cobb, Miss Ella Chamberlain, Mr. John F. Winch, and Mr. Henry Pray.

To Madame Dietrich Strong, Mr. Gustav Dannreuther, and Mrs. H. M. Knowles.

To Mrs. Dr. Fenderson, Mrs. Freeman Cobb, and Mr. George Parker.

To M. Alfred de Sève, M. Otto Bendix, Miss Annie Lawrence, Miss Sarah Winslow, Miss Daisy Terry, Mrs. H. T. Spooner, Mr. and Mrs. J. C. Miller, and Mr. Arthur T. Burns.

To Dr. Louis Maas, for a pianoforte recital.

To St. Augustine's sanctuary choir, directed by Mr. Albert Meyers, and assisted by Miss Nellie McLaughlin, Miss Nellie Moore, Miss Cecilia Mooney, Mr. J. G. Lennon, and Mr. J. P. Leahy, elocutionist.

To Mr. Eugene Thayer, for a series of organ concerts, assisted by Miss Osgood (violinist), Mrs. Geraldine Morris (vocalist), Miss Black, and Mr. Harris.

III. — Acknowledgments for Lectures and Readings.

For a series of lectures and readings our thanks are due to the following kind friends: Rev. E. E. Hale, D.D., Dr. L. B. Fenderson, Mrs. Annie D. C. Hardy, Mrs. Alice McLaughlin, Miss

Jenny Morrison, Miss Selma Borg, Miss E. V. Adams, Miss Emma Clifford, and Miss Stratton.

IV. — Acknowledgments for Tangible Objects, Specimens, etc.

For a collection of specimens, curiosities and tangible objects of various kinds, we are greatly indebted to the following persons: Mr. Clement Ryder, Mr. David Denio, Mr. James R. Cocke, Mr. Charles H. Dillaway, Miss M. C. Moulton, Mr. William C. Howes, Miss Sophia Ann Wolfe, Mr. William P. Garrison, and Mr. John N. Marble.

We are also under great obligations to Mrs. S. N. Russell of Pittsfield, Mass., and Mrs. Henry Farnam of New Haven, Conn., for generous and useful gifts to our girls; to Automatic Organ Company, for one of their instruments; and to Rev. Photius Fiske, for several acts of kindness and thoughtfulness performed at various times and in various ways.

V. — Acknowledgments for Periodicals and Newspapers.

The editors and publishers of the following reviews, magazines and semi-monthly and weekly papers, continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed, and perused with interest: —

The N. E. Journal of Education . .	*Boston*,	*Mass.*
The Atlantic	"	"
Boston Home Journal	"	"
The Christian	"	"
The Christian Register	"	"
The Musical Record	"	"
The Musical Herald	"	"
The Folio	"	"
Littell's Living Age	"	"
Unitarian Review	"	"
The Watchman	"	"
The Congregationalist	"	"
The Golden Rule	"	"
The Missionary Herald . . .	"	"
The Salem Register	*Salem*,	"

Scribner's Monthly . . .	*New York, N. Y.*
St. Nicholas.	" "
The Christian Union . . .	" "
The Journal of Speculative Philosophy	" "
Journal of Health . . .	*Dansville, N. Y.*
The Penn Monthly . . .	*Philadelphia, Penn.*
Church's Musical Journal . . .	*Cincinnati, O.*
Our Reporter	*Little Rock, Ark.*
Goodson Gazette,	*Va. Inst. for Deaf-Mutes and Blind.*
Tablet . . .	*West Va.* " " " "
Companion . .	*Minnesota Institute for Deaf-Mutes.*
Mistletoe . . .	*Iowa Institute for the Blind.*
Il Mentore dei Ciechi	*Florence, Italy.*

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

M. ANAGNOS.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND *in account with* P. T. JACKSON, *Treasurer.*

DR. *General Fund.* CR.

	To cash paid, Auditor's drafts, Nos. 174 to 191	$68,698 20		By balance from last years account, Sept. 30, 1881,	$1,227 48
	taxes	177 84		By cash from State of Massachusetts	30,000 00
	insurance on house 11 Oxford st.	30 00		Maine	3,450 00
	rent of box, Union Safe Depost Vaults	20 00		New Hampshire	6,725 00
	five rights on new stock in Fitchburg Railroad	24 00		Connecticut	3,775 00
	assessments on same	500 00		Rhode Island	3,100 00
	land on Fifth street, by order of Trustees	10,389 75		Vermont	2,300 00
				interest on mortgages	6,606 16
				rents collected	563 51
				Boston and Providence Railroad dividends,	240 00
				Fitchburg Railroad dividends	202 50
				interest on Chicago and Milwaukee Railroad bonds	150 00
				interest on Eastern Railroad bonds	90 00
				interest on Lowell Railroad bonds	75 00
				interest on deposit	256 05
				M. Anagnos, Work Department, $14,118 41	
				M. Anagnos, sundries 5,582 57	
					19,700 98
				Debit to new account	1,288 16
		$79,839 79			$79,839 79
1881. Oct. 1,	Debit to new account	$1,288 16			

BOSTON, Oct. 1, 1881. E. & O. E. P. T. JACKSON, *Treasurer.*

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND *in account with* P. T. JACKSON, *Treasurer.*

Printing Fund.

DR.			1880.	CR.		
To cash paid for two bonds, $10,000 each, of the Chicago, Milwaukee, and St. P		$2,159 17	Oct. 1,	By balance, cash on hand	$1,000 00	
loan, se		10,000 00		cash received from contributors as per schedule	44,365 20	
paid for five bonds of Ottawa and Burlington Railroad Company		5,550 00		cash interest on note of $10,000, 8 months, at 8½ per cent	236 25	
accrued interest on the same		91 67				
paid for five bonds Kansas City and St. Joseph and Council Bluffs Railroad		6,226 67				
paid to Mr. Anagnos for Laura Bridgman		50 00				
Balance to new account		21,523 94				
		$45,601 45			$45,601 45	
			1881. Sept. 30,	Balance to new account		$21,523 94

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND *in account with* P. T. JACKSON, *Treasurer*.

DR. *Harris Fund.* CR.

1881.			1880.		
July 21,	To cash paid for three bonds of Milwaukee and St. Paul Railroad Company . .	$3,238 75	Oct. 18,	Cash received from note collected . .	$3,500 00
	Balance uninvested	3,761 25	1881.		
			July 15,	Cash received from note collected . .	3,500 00
		$7,000 00			$7,000 00
			Sept. 30,	Balance to new account	$3,761 25

Balance of Printing Fund uninvested . . .	$21,523 94	
Balance of Harris Fund uninvested . . .	3,761 25	$25,285 19
General Fund, excess of expenditure over income	$1,288 16	
Balance in New-England Trust Company . .	23,997 03	
		$25,285 19

BOSTON, Oct. 1, 1881. E. & O. E.

P. T. JACKSON, *Treasurer*.

Certificate of the Auditing Committee.

Boston, Oct. 11, 1881.

The undersigned, a committee appointed to examine the account of the treasurer of the Perkins Institution and Massachusetts School for the Blind, for the year ending Sept. 30, 1881, have attended to that duty, and hereby certify that they find the payments properly vouched, and the accounts correctly cast, resulting in a balance of twenty-three thousand, nine hundred and ninety-seven dollars, and three cents on hand, deposited in the New England Trust Company to the credit of the institution.

The treasurer also exhibited to us evidence of the following property belonging to the institution, viz.: —

Harris Fund.

Notes secured by mortgage on real estate	$70,000	
1 bond Boston & Lowell Railroad Company	1,000	
3 bonds Eastern Railroad Company	3,000	
3 bonds Chicago, Milwaukee, & St. Paul Railroad Company	3,000	
		$77,000

General Fund.

Notes secured by mortgage on real estate	$38,000	
2 bonds of Eastern Railroad, $500 each	1,000	
30 shares Boston & Providence Railroad	4,200	
50 shares Fitchburg Railroad	6,374	
Estate No. 11 Oxford street, Boston	5,500	
Estate No. 44 Prince street, Boston	3,900	
Estate No. 197 Endicott street, Boston	2,300	
		61,274

Printing Fund.

Note	$10,000	
5 bonds of the Ottawa & Burlington Railroad	5,550	
5 bonds of the Kansas City, St. Joseph, & Council Bluffs Railroad	6,200	
2 bonds of the Chicago, Milwaukee, and St. Paul Railroad	2,000	
		23,750
		$162,024

A. T. FROTHINGHAM,
GEO. L. LOVETT,
} *Auditing Committee.*

DETAILED STATEMENT OF TREASURER'S ACCOUNT.

GENERAL FUND.

Dr.

1880-1881.				
	To cash paid on auditor's drafts			$68,698 20
		city of Boston for taxes		177 84
		insurance		30 00
		rent of box in Safe Deposit Vaults		20 00
		five rights on new stock in Fitchburg Railroad		24 00
		assessments on new stock in Fitchburg Railroad		500 00
		land in Fifth street		10,389 75
				$79,839 79

Cr.

1880.				
Oct.	1.	By balance from former account		$1,227 43
	6.	Interest on note of $9,000, 6 months		270 00
	10.	5,000, 6 months		150 00
	18.	3,500, 6 months		105 00
	23.	From State of New Hampshire		3,575 00
Nov.	2.	dividend on Fitchburg Railroad shares		135 00
		interest on Eastern Railroad bonds		90 00
		Lowell Railroad bonds		25 00
	20.	State of Massachusetts		7,500 00
	27.	interest on note of $8,000, 6 months		240 00
Dec.	9.	3,500, 6 months		122 50
	13.	10,000, 6 months		300 00
	29.	rents collected, R. E. Apthorp, agent		234 82
	31.	interest on deposit in New England Trust Co.		126 45
	31.	note of $5,000, 6 months		125 00
1881.				
Jan.	1.	interest on note of $8,000, 6 months		200 00
	15.	18,000, 6 months		540 00
		M. Anagnos, director, as per following:—		
		sale of books in raised print	$507 07	
		tuning	500 00	
		W. D. Garrison, account of son	150 00	
		A. D. Cadwell, account of son	100 00	
		Amounts carried forward	$1,257 07	$14,966 20

	Amounts brought forward			$1,257 07	$14,966 20
1881.					
Jan. 15.	From J. R. Cocke, account of self. .		150 00		
	J. H. M'Cafferty, acct. of daughter,		50 00		
	Mrs. Heine, account of daughter .		25 00		
	town of Dedham, account of Mary O'Hare		28 10		
	Mrs. Müller, acct. of Henry Boesch,		125 00		
	State of New Hampshire, account of B. F. Parker . . .		22 00		
	J. J. Mundo, account of daughter .		25 00		
	receipts of work department: —				
	for month of October,	$1,333 66			
	November,	1,165 27			
	December,	983 52			
			3,482 45		
					5,164 62
Jan. 28.	dividend from Fitchburg Railroad Company .				157 50
	interest on Boston and Lowell Railroad bonds,				25 00
29.	dividend from Boston and Providence Railroad,				120 00
Mar. 23.	State of Massachusetts				7,500 00
April 6.	interest on note of $15,000, 6 months . .				450 00
	5,000, 6 months . .				125 00
	25,000, 6 months . .				750 00
8.	State of Massachusetts				7,500 00
	interest on note of $9,000, 6 months . .				270 00
16.	5,000, 6 months . .				150 00
29.	M. Anagnos, director, as per following: —				
	Mrs. Heine, account of daughter .		$25 00		
	income legacy to Laura Bridgman,		40 00		
	W. D. Garrison, account of son .		150 00		
	C. G. Dennison, acct. of daughter .		65 00		
	A. D. Cadwell, account of son .		100 00		
	J. H. M'Cafferty, account of daughter		50 00		
	W. Easley, account of J. R. Cocke,		150 00		
	Mrs. Knowlton, acct. of daughter .		36 00		
	sale of old junk, etc. . . .		56 34		
	tablets		41 09		
	admission tickets . .		36 90		
	brooms, acct. of boys' shop,		29 48		
	books in raised print .		726 58		
	tuning		590 00		
	receipts of work department: —				
	for month of January,	$845 70			
	February,	654 81			
	March,	1,023 05			
			2,523 56		
					4,619 95
	Amount carried forward				$41,798 27

	Amount brought forward				$41,798 27
1881.					
May 28.	From interest on note of $8,000, 6 months . .				240 00
June 9.	3,500, 6 months . .				122 50
11.	10,000, 6 months . .				300 00
	8,000, 6 months . .				200 00
July 1.	5,000, 6 months . .				125 00
	on balance at New England Trust Co.				129 60
5.	interest on note of $15,000, 6 months . .				450 00
	18,000, 6 months . .				540 00
15.	collected				18 66
Aug. 3.	State of Massachusetts				7,500 00
6.	interest on Boston and Lowell Railroad bonds,				25 00
	State of New Hampshire				3,150 00
	interest on Milwaukee and St. Paul Railroad bonds				150 00
	M. Anagnos, director, as per following: —				
	C. G. Dennison, acct. of daughter,	$60 00			
	George E. Fairbanks, acct. of son,	100 00			
	Mrs. Müller, acct. of Henry Boesch,	125 00			
	A. D. Cadwell, account of son .	50 00			
	tuning	200 00			
	sale of old junk, etc, . . .	30 52			
	books in raised print . .	524 46			
	receipts of work department: —				
	for month of April .	$1,333 19			
	May .	1,093 74			
	June .	1,509 52			
			3,936 45		
					5,026 43
10.	State of Vermont				2,300 00
	Rhode Island				3,100 00
22.	Maine				3,450 00
	Connecticut				3,775 00
	dividend on Boston and Providence Railroad bonds				120 00
30.	rents collected by R. E. Apthorp, agent .				328 69
	interest on note				125 00
	" "				687 50
	M. Anagnos, director, as per following: —				
	tuning		$335 59		
	sale of books in embossed print .		220 95		
	Mrs. Heine, account of daughter .		50 00		
	Mrs. Knowlton, acct. of daughter .		12 00		
	State Almshouse, account of A. Sullivan		21 09		
	sale of old junk, etc. . . .		5 26		
	tablets		24 17		
	Amounts carried forward		$669 06		$73,661 65

Amounts brought forward		$669 06	$73,661 65
1881.			
Aug. 30. From sale of brooms, acct. of boys' shop,		24 75	
admission tickets . .		20 22	
receipts of work department: —			
for month of July .	$1,140 01		
August .	1,073 84		
Sept. .	1,962 10		
		4,175 95	
			4,889 98
			$78,551 63

Analysis of Treasurer's Account.

The treasurer's account shows that the total receipts for the year were		$78,551 63
Less cash on hand at the beginning of the year . .		1,227 43
		$77,324 20

Ordinary Receipts.

From the State of Massachusetts . . .	$30,000 00	
beneficiaries of other states and individuals	21,059 19	
interest, coupons, and rents . . .	8,273 22	
		$59,332 41

Extraordinary Receipts.

From work department for sale of articles made by the blind, etc. . . .	$14,118 41	
sale of embossed books and maps . .	1,979 06	
writing tablets	65 26	
tuning	1,625 59	
sale of brooms, account of boys' shop .	54 23	
sale of old junk, etc.	92 12	
admission tickets	57 12	
		17,991 79
		$77,324 20

General Analysis of the Steward's Account.

Dr.

Amount in steward's hands Oct. 1, 1880 .	$2,054 82	
Receipts from auditors' drafts . . .	68,698 20	
Due steward for supplies, etc., Oct. 1, 1881 .	1,185 01	
		$71,938 03

Cr.

Ordinary expenses, as per schedule annexed .	$47,290 82	
Extraordinary expenses, as per schedule annexed	24,647 21	
		$71,938 03

ANALYSIS OF EXPENDITURES FOR THE YEAR ENDING SEPT. 30, 1881, AS PER STEWARD'S ACCOUNT.

Meat, 26,131 lbs.	$2,548 57	
Fish, 3,373 lbs.	190 10	
Butter, 5,250 lbs.	1,601 08	
Rice, sago, etc.	47 22	
Bread, flour, and meal	1,743 54	
Potatoes and other vegetables	611 96	
Fruit	305 12	
Milk, 21,182 quarts	1,098 44	
Sugar, 5,938 lbs.	576 27	
Tea and coffee, 423 lbs.	140 58	
Groceries	681 23	
Gas and oil	414 30	
Coal and wood	2,950 87	
Sundry articles of consumption	417 92	
Salaries, superintendence, and instruction	15,513 85	
Domestic wages	3,882 21	
Outside aid	274 53	
Medicines and medical aid	51 09	
Furniture and bedding	1,936 57	
Clothing and mending	25 22	
Musical instruments	290 00	
Expenses of tuning department	827 47	
Expenses of boys' shop	84 53	
Expenses of printing-office	5,922 82	
Expenses of stable	215 21	
Books, stationery, and apparatus	2,507 75	
Ordinary construction and repairs	1,498 29	
Taxes and insurance	356 50	
Travelling expenses	204 02	
Rent of office in town	250 00	
Board of man and clerk during vacation	51 00	
Sundries	72 56	
		$47,290 82
EXTRAORDINARY EXPENSES.		
Extraordinary construction and repairs	$7,783 78	
Bills to be refunded	36 19	
Beneficiaries of the Harris Fund	880 00	
Printing proceedings of meeting at Tremont Temple	288 55	
Expenses of work department	15,658 69	
		24,647 21
		$71,938 03

General Abstract of Account of Work Department, Oct. 1, 1881.

Liabilities.

Due institution for investments since the first date	$42,117 59	
Excess of expenditures over receipts	1,540 28	
		$43,657 87

Assets.

Stock on hand Oct. 1, 1881	$4,656 77	
Debts due Oct. 1, 1881	1,795 78	
		6,452 55
		$37,205 32

Balance against work department, Oct. 1, 1881	$37,205 32
Balance against work department, Oct. 1, 1880	36,018 99
	$1,186 33

Dr.

Cash received for sales, etc., during the year,	$14,118 41	
Excess of expenditures over receipts during the year	1,540 28	
		$15,658 69

Cr.

Salaries and wages paid blind persons	$3,435 03	
Salaries paid seeing persons	2,352 16	
Sundries for stock, etc.	9,871 50	
		$15,658 69

ACCOUNT OF STOCK, OCT. 1, 1881.

Real estate		$258,189 00
Railroad stock		11,574 00
Notes		38,000 00
Harris fund		80,761 25
Printing fund		45,273 94
Household furniture		16,700 00
Provisions and supplies		1,304 60
Wood and coal		3,302 49
Stock in work department		4,656 77
Musical department, viz., —		
One large organ	$5,500 00	
Four small organs	750 00	
Forty-four pianos	10,800 00	
Brass and reed instruments	900 00	
		17,950 00
Books in printing-office		5,700 00
Stereotype plates		2,800 00
School furniture and apparatus		6,700 00
Musical library		625 00
Library of books in common type		2,400 00
Library of books in raised type		6,000 00
Boys' shop		108 10
Stable and tools		1,154 85
		$503,199 50

LIST OF CONTRIBUTORS TO PRINTING-FUND.

1881.			
Jan. 1.	Received from Henry B. Rogers		$1,000 00
25.	Misses A. and M. Wigglesworth		50 00
	Mrs. W. D. Pickman		50 00
27.	Richard Sullivan		50 00
28.	E. Whiting		50 00
29.	Mrs. A. T. Nickerson		100 00
Feb. 3.	Mrs. S. E. Guild		25 00
	Abby W. Turner		100 00
	Annie M. Sweetser		100 00
10.	Mrs. E. P. Parker		50 00
	J. T., jun.		50 00
	Mrs. J. Huntington Wolcott		200 00
	Mrs. C. P. Curtis		50 00
	R. A. L. M. G.		50 00
18.	Mrs. Caroline Merriam		100 00
	Charles Merriam		50 00
	Shepherd Brooks		75 00
19.	Mrs. Eleanor Bennett		100 00
	Mrs. Peter C. Brooks		150 00
	Mrs. Peter C. Brooks, for L. Bridgman,		50 00
23.	John M. Forbes		1,000 00
	Miss A. K. S.		5 00
	Charles E. Ware		50 00
	Miss Alice Lockwood, Providence		25 00
24.	Stephen Salisbury, Worcester		1,000 00
	J. Howard Nichols		25 00
	Mrs. E. B. Bowditch		50 00
	C. W. A.		53 50
	C. C. Jackson		50 00
	A. H. C.		20 00
Mar. 3.	Mrs. G. Howland Shaw		50 00
	George W. Wales		100 00
5.	Miss Sarah B. Fay		500 00
	J. I. Bowditch		100 00
7.	H. C. B.		20 00
	Anonymous		1,544 70
15.	Mrs. C. H. Dalton		100 00
Amount carried forward			$7,143 20

	Amount brought forward		$7,143 20
1881.			
Mar. 15.	Received from	Mrs. A. C. Lodge	100 00
		Miss A. C Lowell	50 00
		Stephen G. Deblois	25 00
		Mrs. S. P. Sears	25 00
		Henry Saltonstall	200 00
		Mrs. Rebecca Conant	125 00
23.		A Friend	15 00
		E. A. G.	8 00
		Mrs. B. S. Rotch	50 00
		Mrs. Samuel May	100 00
		Miss A. W. May	100 00
26.		J. P. Lyman	50 00
		R. J. Fellows	25 00
		James E. English	25 00
		Mrs. Hoppin	5 00
		H. Farnam	100 00
		Mrs. A. G. Farnam	45 00
		H. W. Farnam	20 00
		Dr. Dix	100 00
		Friend to Printing	20 00
31.		A Friend	100 00
		Sito	100 00
		B. C. White	50 00
April 6.		W. E. Fette	5 00
		George H. Lyman	100 00
		Mrs. Tinkham	5 00
		Mrs. Sarah Aldrich	100 00
		Miss Marian Russell	100 00
		A Friend	20 00
		William Minot	50 00
8.		A Friend	500 00
11.		Oliver Ditson	500 00
		Arthur T. Lyman	200 00
14.		Miss M. V. Iasigi	10 00
		Mrs. M. E. Lowell	10 00
		Mrs. J. T. Coolidge	100 00
		Mrs. S. T. Dana	100 00
20.		A Friend	200 00
		A. B.	100 00
		A Bostonian	1,000 00
29.		Miss Palfrey	10 00
		Anonymous	25 00
		John A. Lowell	100 00
		Augustus Lowell	100 00
May 6.		George Gardner	100 00
	Amount carried forward		$12,016 20

	Amount brought forward		$12,016 20
1881.			
May 6.	Received from Rev. Samuel A. Devens . . .	50 00	
	S. S. of South Congregational Church,	25 00	
	G. D. B. Blanchard	25 00	
	Mr., Mrs., and Miss Whitney . .	50 00	
16.	Mrs. Theodore Chase . . .	30 00	
	Mrs. M. Davis	10 00	
	Miss M. J. Davis	5 00	
	"F."	10 00	
	Mrs. Susan O. Brooks . . .	1,000 00	
19.	J. M. Prendergast	25 00	
	Mrs. E. B. Bowditch . . .	450 00	
	Miss H. P. Rogers	5 00	
	"From a Friend" (through M. K. Baker)	500 00	
	Mrs. E. M. Baker	100 00	
	"G. R."	5 00	
	Miss M. J. Garland	5 00	
	Miss R. J. Weston	5 00	
	Friends of Katie Grant . . .	15 00	
June 14.	Miss M. A. Wales	50 00	
	Mrs. S. S. Fay	1,000 00	
	A Friend	100 00	
	Mrs. Robert Swan	15 00	
20.	Samuel Ward	500 00	
	George L. Lovett	25 00	
	Miss Mary Pratt , . . .	500 00	
30.	Arthur Reed	10 00	
	Miss Mary Russell	5 00	
	A. D. Cadwell, Fairmont, Minn. .	5 00	
	"Friend D."	5,000 00	
	Moses Hunt, on subscription of $1,000,	100 00	
	Nathaniel Thayer	5,000 00	
July 7.	W. A. Grover	1,000 00	
15.	Mrs. William Appleton . . .	500 00	
	William Amory	1,000 00	
	E. D. Barbour	200 00	
	Samuel Eliot	100 00	
	William Lawrence	50 00	
	Mrs. Sarah W. Whitman . . .	50 00	
	"F."	20 00	
	A Friend	5 00	
20.	S. D. Warren	1,000 00	
	Miss E. Howes	100 00	
	H. P. Kidder	1,000 00	
	Mrs. K. W. Sears	46 00	
	Amount carried forward		$31,712 20

	Amount brought forward	$31,712 20
1881.		
July 20.	Received from Moses Hunt (on $1,000) . . .	200 00
	Mrs. H. A. Ames	500 00
	Mrs. R. C. Winthrop . . .	100 00
25.	John A. Burnham	1,000 00
	Henry Saltonstall ($1,000 in all) .	800 00
	F. H. Peabody	250 00
	O. W. Peabody	100 00
	Ignatius Sargent	100 00
	J. R. Coolidge	50 00
	Miss A. G. Thayer	100 00
	J. R. Hall	100 00
	C. J. Morrill	300 00
	H. H. Hunnewell	2,000 00
	C. H. Dalton	100 00
28.	"W."	50 00
	"C. S. C."	5 00
	Thomas G. Appleton . . .	1,000 00
	J. H. Beal	100 00
Aug. 3.	George H. Chickering . . .	100 00
	Amos A. Lawrence	200 00
	Samuel Downer	20 00
	Miss Ann Wigglesworth . . .	100 00
	Edward Lawrence	50 00
6.	Ladies' Domestic Missionary Society, Portsmouth, N.H. . . .	25 00
	Moses Hunt (on $1,000) . . .	200 00
	R. P. Nichols	25 00
15.	Abbott Lawrence	500 00
	Richard T. Parker	200 00
	Thomas Wigglesworth . . .	200 00
25.	Q. A. Shaw	3,000 00
30.	H. B. Inches	100 00
	Phillips Brooks	100 00
Sept. 3.	Mrs. James Greenleaf . . .	200 00
22.	Martin Brimmer	200 00
	E. F. Parker	100 00
	Mrs. Gibson	5 00
	William H. Gardiner . . .	200 00
	Moses Hunt (on $1,000) . . .	200 00
30.	A Friend	50 00
	Mrs. Phenister, Chelsea . . .	10 00
	Mrs. L. D. James, Williamsburg .	5 00
	Mrs. H. A. Spelman . . .	3 00
	Charles Davis, jun.	5 00
		$44,365 20

LIST OF EMBOSSED BOOKS

Printed at the Perkins Institution and Massachusetts School for the Blind.

TITLE OF BOOK.	No. of Volumes.	Price per Volume.
Howe's Blind Child's First Book	1	$1 25
Howe's Blind Child's Second Book	1	1 25
Howe's Blind Child's Third Book	1	1 25
Howe's Blind Child's Fourth Book	1	1 25
Howe's Cyclopædia	8	4 00
Baxter's Call	1	2 50
Book of Proverbs	1	2 00
Book of Psalms	1	3 00
New Testament (small)	4	2 50
Book of Common Prayer	1	4 00
Hymns for the Blind	1	2 00
Pilgrim's Progress	1	4 00
Life of Melanchthon	1	2 00
Natural Theology	1	4 00
Combe's Constitution of Man	1	4 00
Selections from the Works of Swedenborg	1	–
Second Table of Logarithms	1	3 00
Philosophy of Natural History	1	3 00
Huxley's Science Primers, Introductory	1	2 00
Memoir of Dr. Samuel G. Howe	1	3 00
Cutter's Anatomy, Physiology and Hygiene	1	4 00
Viri Romæ, new edition with additions	1	2 00
Musical Characters used by the seeing, with explanations	1	35
Guyot's Geography	1	4 00
Dickens's Child's History of England	2	3 50
Anderson's History of the United States	1	2 50
Higginson's Young Folks' History of the United States	1	3 50
Schmitz's History of Greece	1	3 00
Schmitz's History of Rome	1	2 50
Freeman's History of Europe	1	2 50
Eliot's Six Arabian Nights	1	3 00
Lodge's Twelve Popular Tales	1	2 00
An Account of the Most Celebrated Diamonds	1	50
Extracts from British and American Literature	2	3 00
American Prose	2	3 00
Hawthorne's Tanglewood Tales	2	2 00
Dickens's Old Curiosity Shop	3	4 00
Dickens's Christmas Carol, with extracts from Pickwick	1	3 00
Goldsmith's Vicar of Wakefield	1	3 00
Milton's Paradise Lost	2	3 00
Pope's Essay on Man and other Poems	1	2 50
Shakspeare's Hamlet and Julius Cæsar	1	4 00
Byron's Hebrew Melodies and Childe Harold	1	3 00
Tennyson's In Memoriam and other Poems	1	3 00
Longfellow's Evangeline	1	2 00
Longfellow's Evangeline and other Poems	1	3 00
Whittier's Poems	1	3 00
Lowell's Poems	1	3 00
Bryant's Poems	1	3 00

LIST OF APPLIANCES AND TANGIBLE APPARATUS

made at the Perkins Institution and Massachusetts School for the Blind.

GEOGRAPHY.

I. — *Wall-Maps.*

1. The Hemispheres	size	42 by 52	inches.
2. United States, Mexico, and Canada	"	"	"
3. North America	"	"	"
4. South America	"	"	"
5. Europe	"	"	"
6. Asia	"	"	"
7. Africa	"	"	"
8. The World on Mercator's Projection	"	"	"

Each $35, or the set, $280.

II. — *Dissected Maps.*

1. Eastern Hemisphere	size	30 by 36	inches.
2. Western Hemisphere	"	"	"
3. North America	"	"	"
4. United States	"	"	"
5. South America	"	"	"
6. Europe	"	"	"
7. Asia	"	"	"
8. Africa	"	"	"

Each $23, or the set, $184.

These maps are considered, in point of workmanship, accuracy and distinctness of outline, durability and beauty, far superior to all thus far made in Europe or in this country.

"The New-England Journal of Education" says, "They are very strong, present a fine, bright surface, and are an ornament to any schoolroom."

III. — *Pin-Maps.*

Cushions for pin-maps and diagrams	each,	$0 75

ARITHMETIC.

Ciphering-boards made of brass strips, nickel-plated	each,	$4 25
Ciphering-types, nickel-plated, per hundred	"	1 00

WRITING.

Grooved writing-cards	each,	$0 10
Braille tablets, with metallic bed	"	1 50
Braille French tablets, with cloth bed	"	1 00
Braille new tablets, with cloth bed	"	1 00
Braille Daisy tablets	"	5 00

PUBLIC DOCUMENT. No. 27.

FIFTY-FIRST ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1882.

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
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1883.

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1883. Jan. 16,

By mail.

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Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
SOUTH BOSTON, Oct. 23, 1882.

To the Hon. HENRY B. PEIRCE, *Secretary of State*, Boston.

DEAR SIR: — I have the honor to transmit to you, for the use of the legislature, a copy of the fifty-first annual report of the trustees of this institution to the corporation thereof, together with the usual accompanying documents.

Respectfully,

M. ANAGNOS,
Secretary.

OFFICERS OF THE CORPORATION.

1882-83.

SAMUEL ELIOT, *President.*
JOHN CUMMINGS, *Vice-President.*
EDWARD JACKSON, *Treasurer.*
M. ANAGNOS, *Secretary.*

BOARD OF TRUSTEES.

JOHN S. DWIGHT.
JOSEPH B. GLOVER.
J. THEODORE HEARD, M.D.
HENRY LEE HIGGINSON.
JAMES H. MEANS, D.D.
ROBERT TREAT PAINE, JUN.
EDWARD N. PERKINS.
JOHN C. PHILLIPS.
SAMUEL M. QUINCY.
SAMUEL G. SNELLING.
JAMES STURGIS.
GEORGE W. WALES.

STANDING COMMITTEES.

Monthly Visiting Committee,

Whose duty it is to visit and inspect the Institution at least once in each month.

1883.	January,	J. S. DWIGHT.	1883.	July,	E. N. PERKINS.
	February,	J. B. GLOVER.		August,	JOHN C. PHILLIPS.
	March,	J. T. HEARD.		September,	S. M. QUINCY.
	April,	H. L. HIGGINSON.		October,	S. G. SNELLING.
	May,	J. H. MEANS.		November,	JAMES STURGIS.
	June,	R. T. PAINE, Jun.		December,	GEO. W. WALES.

Committee on Education.

J. S. DWIGHT.
R. T. PAINE, Jun.
S. M. QUINCY.

House Committee.

E. N. PERKINS.
G. W. WALES.
J. H. MEANS.

Committee of Finance.

J. B. GLOVER.
JAMES STURGIS.
SAMUEL G. SNELLING.

Committee on Health.

J. THEODORE HEARD.
JOHN C. PHILLIPS.
H. L. HIGGINSON.

Auditors of Accounts.

SAMUEL G. SNELLING.
JAMES STURGIS.

OFFICERS OF THE INSTITUTION.

DIRECTOR.

M. ANAGNOS.

MEDICAL INSPECTOR.

JOHN HOMANS, M.D.

LITERARY DEPARTMENT.

Miss JULIA R. GILMAN.
Miss ETTA S. ADAMS.
Miss ANNIE E. CARNES.
Miss JULIA A. BOYLAN.

Miss DELLA BENNETT.
Miss MARY C. MOORE.
Miss CORA A. NEWTON.
Miss EMMA A. COOLIDGE.

Miss SARAH E. LANE, *Librarian.*

MUSICAL DEPARTMENT.

THOMAS REEVES.
FRANK H. KILBOURNE.
Miss FREDA BLACK.
Miss MARY L. RILEY.
Miss LUCY A. HAMMOND.
Miss CONSTANCE A. HEINE.
Miss MARY A. PROCTOR.

Mrs. KATE RAMETTI.
C. H. HIGGINS.
EZRA M. BAGLEY.

Music Readers.

Miss ALLIE S. KNAPP.
Miss CAROLINE L. BATES.

TUNING DEPARTMENT.

JOEL W. SMITH, *Instructor and Manager.*
GEORGE E. HART, *Tuner.*

INDUSTRIAL DEPARTMENT.

Workshops for Juveniles.

JOHN H. WRIGHT, *Work Master.*
Miss A. J. DILLINGHAM, *Work Mistress.*
Miss CORA L. DAVIS, *Assistant.*
THOMAS CARROLL, *Assistant.*

Workshop for Adults.

A. W. BOWDEN, *Manager.*
P. MORRILL, *Foreman.*
Miss M. A. DWELLY, *Forewoman.*
Miss M. M. STONE, *Clerk.*

DOMESTIC DEPARTMENT.

Steward.

A. W. BOWDEN.

Matron.

Miss M. C. MOULTON.
Miss VIRTILINE HASKELL, *Assistant.*

Housekeepers in the Cottages.

Mrs. M. A. KNOWLTON.
Mrs. L. S. SMITH.
Miss BESSIE WOOD.
Miss LIZZIE N. SMITH.

PRINTING DEPARTMENT.

DENNIS A. REARDON, ... *Manager.*
Miss ELIZABETH HOWE, *Printer.*
Miss MARTHA F. ROWELL, "

Miss E. B. WEBSTER, *Book-keeper.*

MEMBERS OF THE CORPORATION.

All persons who have contributed twenty-five dollars to the funds of the institution, all who have served as trustees or treasurer, and all who have been elected by special vote, are members.

Adams, John A., Providence.
Aldrich, Mrs. Sarah, Boston.
Alger, Rev. William R., Boston.
Ames, F. L., Boston.
Ames, Mrs. H. A., Boston.
Ames, Oliver, Boston.
Amory, C. W., Boston.
Amory, James S., Boston.
Amory, William, Boston.
Amory, Mrs. William, Boston.
Anagnos, M., Boston.
Andrews, Francis, Boston.
Anthony, Hon. Henry, Providence.
Appleton, Miss Emily G., Boston.
Appleton, T. G., Boston.
Appleton, Mrs. William, Boston.
Apthorp, William F., Boston.
Arnold, A. B., Providence.
Atkins, Mrs. Elisha, Boston.
Atkinson, Edward, Boston.
Atkinson, William, Boston.
Austin, Edward, Boston.
Aylesworth, H. B., Providence.
Baldwin, William H., Boston.
Baker, Mrs. E. M., Boston.
Baker, Mrs. E. W., Dorchester.
Baker, Ezra H., Boston.
Baker, Miss M. K., Boston.
Barbour, E. D., Boston.
Barker, Joseph A., Providence.
Barstow, Amos C., Providence.
Barrows, Rev. S. J., Dorchester.
Beal, J. H., Boston.
Beard, Hon. Alanson W., Boston.
Beckwith, Miss A. G., Providence.
Beckwith, Mrs. T., Providence.
Beebe, J. A., Boston.
Bennett, Mrs. Eleanor, Billerica.
Bigelow, E. B., Boston.
Binney, William, Providence.
Black, G. N., Boston.
Blake, G. Baty, Boston.
Blake, James H., Boston.
Blanchard, G. D. B., Malden.
Bourn, A. O., Providence.
Bouvé, Thomas T., Boston.
Bowditch, Mrs. E. B., Boston.
Bowditch, J. I., Boston.
Bowditch, Mrs. J. I., Boston.
Bradlee, F. H., Boston,
Bradlee, Mrs. F. H., Boston.
Bradlee, J. P., Boston.
Brewer, Miss C. A., Boston.
Brewer, Mrs. Mary, Boston.
Brewster, Osmyn, Boston.
Brimmer, Hon. Martin, Boston.
Brooks, Francis, Boston.
Brooks, Mrs. F. A., Boston.
Brooks, Peter C., Boston.
Brooks, Rev. Phillips, Boston.
Brooks, Shepherd, Boston.
Brooks, Mrs. Susan O., Boston.

Brown, John A., Providence.
Brown, Mrs. John C., Providence.
Browne, A. Parker, Boston.
Bullard, W. S., Boston.
Bullock, Miss Julia, Providence.
Bundy, James J., Providence.
Burnett, Joseph, Boston.
Burnham, J. A., Boston.
Cabot, Mrs. Samuel, Sen., Boston.
Cabot, W. C., Boston.
Callender, Walter, Providence.
Carpenter, Chas. E., Providence.
Cary, Mrs. W. F., Boston.
Chandler, P. W., Boston.
Chandler, Theophilus P., Brookline.
Chace, J. H., Providence.
Chace, J., Providence.
Chapin, E. P., Providence.
Chase, Mrs. Theodore, Boston.
Cheever, Dr. David W., Boston.
Cheney, Benjamin P., Boston.
Chickering, George H., Boston.
Childs, Alfred A., Boston.
Claflin, Hon. William, Boston.
Clapp, William W., Boston.
Clarke, Mrs. Jas. Freeman, Boston.
Clement, Edward H., Boston.
Coats, James, Providence.
Cobb, Samuel C., Boston.
Cobb, Samuel T., Boston.
Cochrane, Alexander, Boston.
Coffin, Mrs. W. E., Boston.
Colt, Samuel P., Providence.
Conant, Mrs. Rebecca, Amherst, N. H.
Coolidge, Dr. A., Boston.
Coolidge, J. R., Boston.
Coolidge, Mrs. J. R., Boston.
Coolidge, J. T., Boston.
Coolidge, Mrs. J. T., Boston.
Corliss, George H., Providence.
Cotting, C. U., Boston.
Crane, Zenas M., Dalton.
Crosby, Joseph B., Boston.
Crosby, William S., Boston.
Cruft, Miss Annah P., Boston.
Cruft, Miss Harriet O., Boston.
Cummings, Charles A., Boston.
Cummings, Hon. John, Woburn.
Curtis, George S., Boston.
Curtis, Mrs. Margarette S., Boston.
Dana, Mrs. Samuel T., Boston.
Dalton, C. H., Boston.
Dalton, Mrs. C. H., Boston.
Danielson, G. W., Providence.
Darling, L. B., Providence.
Davis, Miss A. W., Boston.
Day, Daniel E., Providence.
Deblois, Stephen G., Boston.
Denny, George P., Boston.
Devens, Rev. Samuel A., Boston
Ditson, Oliver, Boston.
Dix, J. H., M.D., Boston.
Dunnell, Jacob, Providence.
Dwight, John S., Boston.
Eaton, W. S., Boston.
Eliot, Dr. Samuel, Boston.
Emery, Francis F., Boston.
Emery, Isaac, Boston.
Emmons, Mrs. Nath'l H., Boston.
English, Jas. E., New Haven, Conn.
Endicott, Henry, Boston.
Endicott, William, Jr., Boston.
Farnam, Mrs. A. G., New Haven.
Farnam, Henry, New Haven, Conn.
Fay, H. H., Boston.
Fay, Mrs. H. H., Boston.
Fay, Miss Sarah B., Boston.
Fay, Mrs. S. S., Boston.
Fellows, R. J., New Haven, Conn.
Ferris, M. C., Boston.
Fisk, Rev. Photius, Boston.
Fiske, J. N., Boston.
Folsom, Charles F., M.D., Boston
Forbes, J. M., Milton.
Foster, F. C., Boston.
Freeman, Miss Hattie E., Boston.
French, Jonathan, Boston.
Frothingham, A. T., Boston.
Frothingham, Rev. Fred'k, Milton
Galloupe, C. W., Boston.
Gammell, Prof. Wm., Providence.

Gammell, Mrs. Wm., Providence.
Gardiner, Charles P., Boston.
Gardiner, William H., Boston.
Gardner, George, Boston.
Gardner, George A., Boston.
Gardner, Henry W., Providence.
Gardner, John L., Boston.
George, Charles H., Providence.
Glidden, W. T., Boston.
Glover, A., Boston.
Glover, J. B., Boston.
Goddard, Benjamin, Brookline.
Goddard, T. P. I., Providence.
Goddard, William, Providence.
Goff, Darius L., Pawtucket, R. I.
Goff, L. B., Pawtucket.
Gray, Mrs. Horace, Boston.
Greene, Benj. F., Providence.
Greene, S. H., Providence.
Greenleaf, Mrs. Jas., Charlestown.
Greenleaf, R. C., Boston.
Grosvenor, William, Providence.
Grover, W. A., Boston.
Guild, Mrs. S. E., Boston.
Hale, Rev. Edward E., Boston.
Hale, George S., Boston.
Hall, J. R., Boston.
Hall, Miss L. E., Charlestown.
Hardy, Alpheus, Boston.
Haskell, Edwin B., Auburndale.
Hayward, Hon. Wm. S., Providence.
Hazard, Rowland, Providence.
Heard, J. T., M.D., Boston.
Hemenway, Mrs. A., Jr., Boston.
Hendricken, Rt. Rev. T. F., Providence.
Higginson, George, Boston.
Higginson, Henry Lee, Boston.
Hill, Hon. Hamilton A., Boston.
Hill, Mrs. T. J., Providence.
Hilton, William, Boston.
Hogg, John, Boston.
Hooper, E. W., Boston.
Hooper, R. W., M.D., Boston.
Hoppin, Hon. W. W., Providence.
Hovey, George O., Boston.
Hovey, William A., Boston.
Howard, Hon. A. C., Providence.
Howard, Mrs. Chas. W., California.
Howard, Hon. Henry, Providence.
Howe, Mrs. Julia Ward, Boston.
Howes, Miss E., Boston.
Houghton, Hon. H. O., Cambridge.
Hunnewell, F. W., Boston.
Hunnewell, H. H., Boston.
Hunt, Moses, Charlestown.
Hyatt, Alpheus, Cambridge.
Inches, H. B., Boston.
Ives, Mrs. Anna A., Providence.
Jackson, Charles C., Boston.
Jackson, Edward, Boston.
Jackson, Patrick T., Boston.
Jackson, Mrs. Sarah, Boston.
Jarvis, Edward, M.D., Dorchester.
Johnson, Samuel, Boston.
Jones, J. M., Boston.
Joy, Mrs. Charles H., Boston.
Kendall, C. S., Boston.
Kendall, Henry L., Providence.
Kennard, Martin P., Brookline.
Kent, Mrs. Helena M., Boston.
Kidder, H. P., Boston.
Kinsley, E. W., Boston.
Lang, B. J., Boston.
Lawrence, Abbott, Boston.
Lawrence, Amos A., Longwood.
Lawrence, Edward, Charlestown.
Lawrence, Mrs. James, Boston.
Lawrence, William, Boston.
Lee, Henry, Boston.
Lincoln, L. J. B., Hingham.
Linzee, J. W., Boston.
Linzee, Miss Susan I., Boston.
Lippitt, Hon. Henry, Providence.
Littell, Miss S. G., Brookline.
Little, J. L., Boston.
Littlefield, A. H., Pawtucket.
Littlefield, D. G., Pawtucket.
Lockwood, A. D., Providence.
Lodge, Mrs. A. C., Boston.
Lodge, Henry C., Boston.
Lord, Melvin, Boston.

Lothrop, John, Auburndale.
Lovett, George L., Boston.
Lowell, Augustus, Boston.
Lowell, Miss A. C., Boston.
Lowell, Francis C., Boston.
Lowell, George G., Boston.
Lowell, Miss Lucy, Boston.
Lyman, Arthur T., Boston.
Lyman, George H., M.D., Boston.
Lyman, J. P., Boston.
Lyman, Theodore, Boston.
McAuslan, John, Providence.
Mack, Thomas, Boston.
Macullar, Addison, Boston.
Marcy, Fred I., Providence.
Marston, S. W., Boston.
Mason, Miss E. F., Boston.
Mason, Miss Ida M., Boston.
Mason, L. B., Providence.
May, Miss Abby, Boston.
May, F. W. G., Dorchester.
May, Mrs. Samuel, Boston.
McCloy, J. A., Providence.
Means, Rev. J. H., D.D., Dorchester.
Merriam, Mrs. Caroline, Boston.
Merriam, Charles, Boston.
Metcalf, Jesse, Providence.
Minot, Mrs. G. R., Boston.
Minot, William, Boston.
Mixter, Miss Helen K., Boston.
Mixter, Miss Madelaine C., Boston.
Montgomery, Hugh, Boston.
Morrill, Charles J., Boston.
Morse, S. T., Boston.
Morton, Edwin, Boston.
Motley, Edward, Boston.
Nevins, David, Boston.
Nichols, J. Howard, Boston.
Nichols, R. P., Boston.
Nickerson, A., Boston.
Nickerson, Mrs. A. T., Boston.
Nickerson, George, Jamaica Plain.
Nickerson, Miss Priscilla, Boston.
Nickerson, S. D., Boston.
Noyes, Hon. Charles J., Boston.
Osgood, J. F., Boston.
Osborn, John T., Boston.
Owen, George, Providence.
Paine, Mrs. Julia B., Boston.
Paine, Robert Treat, Jun., Boston.
Palfrey, J. C., Boston.
Palmer, John S., Providence.
Parker, Mrs. E. P., Boston.
Parker, E. F., Boston.
Parker, H. D., Boston.
Parker, Richard T., Boston.
Parkman, Francis, Boston.
Parkman, George F., Boston.
Parsons, Thomas, Chelsea.
Payson, S. R., Boston.
Peabody, Rev. A. P., D.D., Cambridge.
Peabody, F. H., Boston.
Peabody, O. W., Milton.
Peabody, S. E., Boston.
Perkins, A. T., Boston.
Perkins, Charles C., Boston.
Perkins, Edward N., Jamaica Plain.
Perkins, William, Boston.
Peters, Edward D., Boston.
Phillips, John C., Boston.
Pickett, John, Beverly.
Pickman, W. D., Boston.
Pickman, Mrs. W. D., Boston.
Pierce, Hon. H. L., Boston.
Potter, Mrs. Sarah, Providence.
Pratt, Elliott W., Boston.
Prendergast, J. M., Boston.
Preston, Jonathan, Boston.
Quincy, Samuel M., Wollaston.
Rice, Hon. A. H., Boston.
Rice, Fitz James, Providence.
Richardson, George C., Boston.
Richardson, John, Boston.
Robbins, R. E., Boston.
Robeson, W. R., Boston.
Robinson, Henry, Reading.
Rodman, S. W., Boston.
Rodocanachi, J. M., Boston.
Rogers, Henry B., Boston.
Rogers, Jacob C., Boston.
Ropes, J. C., Boston.

Ropes, J. S., Jamaica Plain.
Rotch, Mrs. Benjamin S., Boston.
Russell, Henry G.. Providence.
Russell, Mrs. Henry G., Providence.
Russell, Miss Marian, Boston.
Russell, Mrs. S. S., Boston.
Salisbury, Stephen, Worcester.
Saltonstall, H., Boston.
Saltonstall, Leverett, Newton.
Sanborn, Frank B., Concord.
Sargent, I., Brookline.
Sayles, F. C., Providence.
Sayles, W. F., Providence.
Schlesinger, Barthold, Boston.
Schlesinger, Sebastian B., Boston.
Sears, David, Boston.
Sears, Mrs. David, Boston.
Sears, Mrs. Fred, Jr., Boston.
Sears, F. R., Boston.
Sears, Mrs. K. W., Boston.
Sears, Mrs. S. P., Boston.
Sears, W. T., Boston.
Sharpe, L., Providence.
Shaw, Mrs. G. H., Boston.
Shaw, Henry S., Boston.
Shaw, Quincy A., Boston.
Shepard, Mrs. E. A., Providence.
Sherwood, W. H., Boston.
Shimmin, C. F., Boston.
Shippen, Rev. R. R., Washington.
Sigourney, Mrs. M. B., Boston.
Slack, C. W., Boston.
Slater, H. N., Jr., Providence.
Snelling, Samuel G., Boston.
Spaulding, J. P., Boston.
Spaulding, M. D., Boston.
Sprague, S. S., Providence.
Steere, Henry J., Providence.
Stone, Joseph L., Boston.
Sturgis, Francis S., Boston.
Sturgis, J. H., Boston.
Sturgis, James, Boston.
Sullivan, Richard, Boston.
Sweetser, Mrs. Anne M., Boston.
Taggard, B. W., Boston.
Taggard, Mrs. B. W., Boston.
Thacher, Isaac, Boston.
Thaxter, Joseph B., Hingham.
Thayer, Miss Adele G., Boston.
Thayer, Miss A. G., Andover.
Thayer, Rev. George A., Cincinnati.
Thayer, Nathaniel, Boston.
Thomas, H. H., Providence.
Thorndike, Delia D., Boston.
Thorndike, S. Lothrop, Cambridge.
Thurston, Benj. F., Providence.
Tingley, S. H., Providence.
Torrey, Miss A. D., Boston.
Troup, John E , Providence.
Tucker, W. W., Boston.
Turner, Miss Abby W., Boston.
Turner, Mrs. M. A., Providence.
Upton, George B., Boston.
Wales, George W., Boston.
Wales, Miss Mary Ann, Boston.
Wales, Thomas B., Boston.
Ward, Samuel, New York.
Ware, Charles E., M.D., Boston.
Warren, S. D., Boston.
Warren, Mrs. Wm. W., Boston.
Washburn, Hon. J. D., Worcester
Weeks, A. G., Boston.
Weeks, J. H., Boston.
Weld, R. H., Boston.
Weld, Mrs. W. F., Philadelphia.
Weld, W. G., Boston.
Wesson, J. L., Boston.
Wheelwright, A. C., Boston.
Wheelwright, John W., Boston.
White, B. C., Boston.
White, C. J., Cambridge.
Whiting, Ebenezer, Boston.
Whitman, Sarah W., Boston.
Whitney, Edward, Belmont.
Whitney, E., Boston.
Whitney, H. A., Boston.
Whitney, H. M., Boston.
Whitney, Mrs., Boston.
Whitney, Miss, Boston.
Wigglesworth, Miss Ann, Boston.
Wigglesworth, Edw., M.D., Boston.
Wigglesworth, Thomas, Boston.

Wightman, W. B., Providence.
Wilder, Hon Marshall P., Dorch.
Willard, Mrs. Harry, New York.
Williams, Geo. W. A., Boston.
Winslow, Mrs. George, Roxbury.
Winsor, J. B., Providence.
Winthrop, Hon. Robert C., Boston.
Winthrop, Mrs. Robert C., Boston.
Wolcott, J. H., Boston.
Wolcott, Mrs. J. H., Boston.
Woods, Henry, Paris, France.
Worthington, Roland, Roxbury.
Young, Mrs. B. L., Boston.
Young, Charles L., Boston.

SYNOPSIS OF THE PROCEEDINGS

OF THE

ANNUAL MEETING OF THE CORPORATION.

BOSTON, October 11, 1882.

The annual meeting of the corporation, duly summoned, was held today at the institution, and was called to order by the president, Samuel Eliot, LL. D., at 3 P. M.

The proceedings of the last annual meeting were read by the secretary, and declared approved.

The report of the trustees was presented, accepted, and ordered to be printed with that of the director and the usual accompanying documents.

The treasurer, Mr. Edward Jackson, read his report, which was accepted, and ordered to be printed.

All the officers of the past year were reëlected, Mr. John C. Phillips having been chosen to fill the vacancy caused by the death of the late Robert E. Apthorp.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to visit the various departments of the school and inspect the premises.

M. ANAGNOS,
Secretary.

Commonwealth of Massachusetts.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
SOUTH BOSTON, Sept. 30, 1882.

TO THE MEMBERS OF THE CORPORATION.

Gentlemen, — The undersigned, trustees, respectfully submit their annual report upon the affairs of the institution, together with an account of the celebration of the semi-centennial anniversary, prepared by the committee in charge of the arrangements of the festival, and other documents relating to the progress and conduct of the establishment.

We take great pleasure in reporting, at the outset, that the school has maintained its usual high standard of usefulness during the year, and that its prosperity is undiminished.

The completion of the printing fund is a theme for especial congratulation; but of this the story will be fully told in the report of the director.

The present total number of blind persons con-

nected with the establishment, in all its departments, is 165.

The household has been entirely exempt from disease or severe illness, and blessed with the usual degree of health.

The general results of the year's experience have been very satisfactory, both in an educational and material aspect, and call for grateful acknowledgment.

The teachers and officers have performed their respective duties with commendable zeal and indefatigable energy, and have proved themselves worthy of the fullest confidence and praise.

The pupils have been diligent in their studies, attentive to their occupations, orderly in their manners and obedient in their conduct.

The favors bestowed upon the institution during the past year have been numerous and substantial. Their recollection is a source of great happiness to the friends of the blind, and urges us on to still greater efforts to deserve their continuance.

Members of our board have made frequent visits to the school and close examination of its operations, and are satisfied that kindness is the law and spirit of its administration, that great care is taken to regulate the diet, exercise and discipline of the pupils, and that the domestic department is conducted with systematic neatness and reasonable frugality.

In closing these preliminary remarks, we may

be permitted to add that, mindful of the trust committed to our keeping, of the powers which it delegates, and of the responsibility which it imposes, we have endeavored to direct our action in such a manner as to improve the efficiency of the institution, promote the welfare of its beneficiaries, subserve the interests of the community, and advance the cause of humanity.

Semi-Centennial Anniversary.

In accordance with a vote passed at the last annual meeting of the corporation, the semi-centennial anniversary of the institution, together with the commencement exercises of the school, was held at Tremont Temple, on Tuesday, June 13th, at 3 P. M. A very large and cultivated audience, representing the intelligence, benevolence and wealth of our community, filled the large hall: The occasion was one of exceeding interest, and roused feelings of the deepest gratitude in the hearts of all lovers of the cause of humanity. It showed, in a striking manner, the workings of the school in its various departments, and the marvellous changes effected through its agency in the mental, physical, moral and social status of the blind.

Half a century ago this afflicted class were mere objects of pity and charity. They were entirely dependent upon the mercy and sympathy of their fellow men. No day of hopefulness returned to them with the seasons of the year. They were

surrounded by "cloud and enduring dark." The doors of usefulness were closed to them, and the field of industry was an unexplored region for them. Their calamity was so appalling to the eyes of the casual beholders, that no one thought it feasible to turn into their minds the stream of education, and fertilize the soil of their activity by means of enlightenment. Thus the circle of their lives may be likened to a mere pool of stagnant waters, pregnant with the ills of idleness and sorrow, poverty and gloom, unhappiness and neglect.

Such was the condition of the blind on this continent, when Fisher and Howe and Prescott proclaimed the gospel of their deliverance from the dungeon of intellectual and moral darkness, and pointed out the means which could be used as a powerful lever to raise them in the scale of independence and dignity. These glad tidings touched a responsive chord in the noble hearts of such generous men as Colonel Perkins, Jonathan Phillips, Peter C. Brooks and a host of others among the public-spirited sons of Massachusetts, and the infant school was auspiciously planted and tenderly nurtured by the munificence of their philanthropy. Thus a new departure was inaugurated in the fortunes of the blind, and fifty years of labor and struggle, of anxiety and encouragement, of toil and hope under gigantic difficulties, ended in triumph and success, and wrought a remarkable revolution in the realm of humanity. The little

timid band that gathered around Dr. Howe has grown to the ranks of hundreds and thousands of active and self-supporting men and women, whose usefulness is one of the fairest flowers of the age, and is now so well established that it can never be uprooted or impaired.

As we look back upon this half century of interesting and important events in the history of the education of the blind, it seems like a great avenue leading upward to that goal, which Dr. Eliot so nobly pointed out in his address to the graduating class, and which they have at length so nearly reached. Weary has been the journey for themselves and for their helpers; but they are there, and Heaven be praised for their having thus attained the object for which fifty years have been so worthily spent. Many have died ere that half cycle was completed. Others of the old pupils have lived on to see with their mind's eye the victory which has crowned their cause, and to bear testimony to the fact that the blind man of today needs no longer to be pleaded for. He takes his place among his peers. He shares with them all the privileges and duties of citizenship. He constitutes an integral part of society. True, while his fellow men are sailing towards the harbor of success, provided with every possible facility and convenience, he is steering his imperfect and scantily supplied craft under immense difficulties and enormous privations; but the hardships and an-

noyances of the voyage, discomforting and trying as they are to him, are not profitless and without good effects either to himself or the community in which he lives.

Miss Sophia Carter, one of the first six pupils of Dr. Howe, after witnessing the exercises at Tremont Temple, wrote to her friends at the institution that, if during the coming fifty years as much shall be done as has been accomplished since the foundation of our school, blindness will almost cease to be a calamity. Let the noble work, so auspiciously begun, go on steadily to such a glorious consummation as to render these words a verity. Let Massachusetts which, for half a century, has led the way in the cause of the education of the blind, suffer none to go before her now. Let her still bear aloft the torch. Her bright example is already emulated through the length and breadth of the whole land.

Embossing Books for the Blind.

The work in the printing department of the institution has been carried on during the past year with unusual vigor and exceedingly satisfactory results, and numerous valuable books have been issued by the "Howe Memorial Press."

"Silas Marner," which is considered one of the most finished of George Eliot's novels, and two volumes of poems, one consisting of selections from the works of Lowell and the other from

those of Bryant, have been added to our series of standard books. The whole of the expense for printing and electrotyping Lowell's poems, amounting to five hundred dollars, was defrayed by our colleague, Mr. Robert Treat Paine, Jr.

In the line of juvenile publications the following books have been issued during the past year: Selections from the tales of Hans Christian Andersen; "Children's Fairy Book," a collection of stories in prose and verse; "Scribner's Geographical Reader;" a series of seven small readers, with a primer, and three volumes of the "Youth's Library." Of the character and usefulness of this last work, the following explanations, copied from its preface, will give a sufficient idea:

"'The Youth's Library,' consisting of seven volumes of full size, is a continuation of the small-sized readers, which have just been published in seven parts, with a primer, under the title of 'The Child's Book.' The two series of books form together a complete set of systematically arranged and carefully graded readers. The character and classification of the lessons and exercises contained in them have been determined by special study of the wants of the blind. Almost all the pieces present a freshness and attractiveness not less welcome than novel. They have been selected from a great variety of books of child-lore, natural history and philosophy, mythology, astronomy and general literature, with a view of interesting the pupils in learning to read, and at the same time of giving them a large fund of useful information regarding the world around them. The lessons of some of the readers relate mainly to zoölogy, while in others botany or mineralogy, physics or history, biography or literature, predominate. The principal idea

in each of the volumes is, however, to teach children and youth to read, to awaken in them the greatest possible interest in everything that is beautiful, good, or useful, and to sustain it by such guidance as tends to a gradual and systematic educational development."

For the publication of Andersen's stories and tales, and the seven small readers, with the primer, we are indebted to the great and ceaseless generosity of Mrs. Peter C. Brooks, who has befriended the blind in various ways, and whose munificent liberality will always shine forth like a bright gem in the annals of beneficent actions.

The arrangements of our printing office are now complete in all their details. The appliances and facilities for doing steady and thorough work have been improved and increased, while the cost of embossed books has been greatly reduced. The impression obtained from our electrotyped plates is even, sharp, firm and durable. The quality of the paper and all other materials used, continues to be excellent. According to the uniform testimony, volunteered by intelligent and experienced readers from various parts of the country, the productions of our press are in every respect finer and superior to those of any other. Moreover, a careful examination of the prices marked on our catalogue will show that they are at least seventeen per cent. lower than those charged elsewhere.

Wishing to extend the benefits flowing from our printing establishment to all blind persons who

may be in need of them, the following preamble and resolutions were unanimously passed at the last quarterly meeting of our board:

"*Whereas*, The object of the friends of the blind in raising an endowment of one hundred thousand dollars for the 'Howe Memorial Press,' is not only to provide the pupils of our institution with an adequate supply of embossed books and tangible apparatus, but also to render our publications accessible to all sightless readers in New England, and to aid, so far as it lies in our power, all other schools similar to our own in their efforts to increase and improve their educational facilities:

"*Resolved*, That copies of the books issued by our press be placed in the public libraries of Providence, Rhode Island; Worcester, Massachusetts; Hartford, Connecticut, and Lewiston, Maine, to be loaned free of charge to all blind persons who may desire to read them.

"*Resolved*, That all our publications be sold to regular institutions at fifteen per cent. below the actual cost marked on our catalogue."

We earnestly trust and hope that we shall soon be so favored by circumstances as to increase this discount to forty per cent. at least, and reduce the cost of embossed books to the lowest possible figure.

Kindergarten and Primary School.

It was stated in the course of the exercises of the semi-centennial anniversary at Tremont Temple, that the most urgent need in the cause of the education of the blind is the establishment and endowment of a kindergarten or primary school.

A careful investigation of the matter will prove, beyond doubt, that the organization of an institution of this kind is not a mere desideratum; it is an imperative necessity.

There is in New England a large number of blind children between the ages of five and nine, who are too young to be received in a mixed school like ours. They live and move in a very unhealthy atmosphere. Their minds are contaminated by low influences, and their growth stinted by their confinement in ill-ventilated and comfortless quarters. They waste away under the rust of neglect, and the want of sufficient food and proper care. They parch and pine within a short distance of the refreshing waters of a benevolence known all over the civilized world.

For such children the kindergarten system, with the genial warmth of kindness radiating from its principles, with its methodically arranged gifts and games, its block building, weaving, sewing and modelling, affords the best and most efficient means of training. It is calculated to awaken, strengthen and regulate their faculties of imagination, volition and action, which are weakened by their infirmity, depressed by the wretchedness of their surroundings, and benumbed by the frost of their privations. It promises to raise them up from a state of misery, sloth and torpor, to that of comfort, activity and diligence. It will create a new era in the history of the education of the blind, by laying

the foundations and increasing the possibilities of a higher standard of attainments than has hitherto been reached.

The necessity for immediate action in this matter is thoroughly discussed and plainly shown in the report of the director, and an appeal is made in behalf of these unfortunate children for the foundation and endowment of such a school as would be the means of their deliverance from their present condition. The call for aid to this end is clear, broad, pathetic and to the point. We heartily commend it to the favorable consideration of a generous public.

Finances.

The report of the treasurer, Mr. Edward Jackson, is hereto annexed.

It is as usual clear, concise and accurate in every particular, and shows the financial affairs of the institution to be in as favorable a state as ever before.

It may be summarized as follows:

Total receipts during the year,	$79,306 42	
Total expenditures,	69,667 83	
		$9,638 59
Deducting amount due at the beginning of the year,		1,288 16
Cash balance in the treasury,		$8,350 43

For an easier and more minute examination of the financial concerns of the establishment, the report of the treasurer is accompanied by an analysis of the steward's accounts, by which both the ordinary and extraordinary receipts and expenses may be seen and understood at a glance.

Owing to the advanced prices of provisions and all other articles of household consumption, it has been necessary for us to spend, during the past year, a larger sum of money than during the previous one; but we have endeavored to be strictly prudent in all disbursements. We have lavished nothing on show or ornamentation. Our rule has been, however, that the best and most approved system is the cheapest in the end; and when a question has occurred as to the adoption of one of two methods of procedure, we have asked which is the best and most promotive of the interests of the school, and not which costs the least.

The auditors have kept a constant supervision over the expenditures of the establishment. They have examined the accounts regularly at the end of each month, and have certified that they have found them correctly kept, and all entries properly authenticated by vouchers, which are approved, numbered and placed on file.

It is with a feeling of much gratitude, that we desire to express our obligations to these gentlemen, as well as to the treasurer of the corporation,

for the fidelity, wisdom and promptness which they have shown in the discharge of their respective duties.

Death of Mr. Apthorp.

Since the last meeting of the corporation our board has met with a great loss in the death of Mr. Robert East Apthorp, which took place at his home on the 10th of February last, at the age of seventy. Mr. Apthorp has been associated with us for fifteen years, and has at all times and on all occasions been a wise, faithful and useful counsellor and coöperator. He was deeply interested in the institution. He made frequent informal visits to the school, and ever gave his affectionate and cheering sympathy and encouragement to the teachers, the officers and the children. He never declined any labor, or shrank from any responsibility. He took an active part in the movement for raising the printing fund, and several of his pathetic appeals which appeared in the "Daily Advertiser," the "Evening Transcript," the "Christian Register," and other newspapers, touched many a tender heart and rendered the task of soliciting subscriptions somewhat easier for Mr. Snelling. The trustees embodied their sense of his character and services in the following resolutions, which were communicated to his family and entered on the records: —

"*Resolved*, 1. That in the death of Robert East Apthorp, we mourn the loss of a dear and honored associate and friend, whose

long and faithful service in the many difficult and delicate trusts and functions which have fallen to him among the duties of this board; whose hearty and untiring devotion, even in his days of suffering, to the best good of the Perkins Institution; whose warm personal interest and friendship for the blind pupils and the officers and teachers of the school; and whose uniform, consistent courtesy and dignity, and charm of manner, — a courtesy that sprang from a sincere regard and sympathy for others, high or low, — a dignity in which self-respect meant true respect for human nature; in short, whose whole influence and example as a member of this board have endeared him to every inmate, manager and friend of the institution, and made our intercourse with him a sweet memory for all our lives.

"2. That we heartily indorse the touching resolutions passed in honor of his memory at a recent meeting of the officers, teachers and pupils of the school.

"3. That we are thankful for his long and effectual coöperation with us, and for the example he has set us; and we trust that the spirit and the influence of that example may still live in us and those who shall succeed us in the responsible charge which we have undertaken.

"4. That the respectful sympathies of this board are hereby tendered to the family and nearest friends of the deceased in this their deep affliction; and that a copy of these resolutions be transmitted to the family by the secretary and entered on the records."

The resolutions of the officers, teachers and pupils, to which reference is made in the above, were as follows: —

"*Resolved*, That the members of the household of the institution are deeply affected by the sudden death of Mr. Robert E. Apthorp, late a member of the board of trustees, and that we are called upon to mourn in his decease the loss of one of the

most constant and efficient friends of the cause of the education of the blind, one whose intelligent interest, active labors and wise counsels have contributed largely to the career of usefulness and beneficence of our school.

"*Resolved*, That we desire to express our profound gratitude for his warm sympathy, his genial courtesy and his noble friendliness toward each and all the members of our household.

"*Resolved*, That the secretary be directed to transmit a copy of these resolutions to the family of the deceased."

We mourn also the death of three other estimable friends of the institution, — that of Mr. Benjamin S. Rotch, who served for many years as a trustee; that of Miss Mary Wigglesworth, who has shown her good-will toward its beneficiaries by generous voluntary contributions to its funds, and that of Mr. Delano A. Goddard, late editor-in-chief of the "Boston Daily Advertiser," who took a deep interest in the school, visited it repeatedly, and rendered valuable aid to the advancement of the cause of the education of the blind through the influential columns of his journal.

Work Department for Adults.

The operations of this department have been carried on steadily during the last year, but its financial condition, although improved somewhat, is still far from satisfactory.

The receipts from all sources have amounted to $15,680.86, being an increase of $1,562.45 over those of the previous year.

The expenses for stock, labor, rent of store and all other items have been $16,748.06.

Thus the actual loss of this department during the last twelve months is $1,117.29, while that of the preceding year amounted to $1,186.33.

The number of blind persons employed in the workshop is 20; and the sum paid in cash to them, as wages for their labor, is $3,600.81, or $165.78 more than in 1881.

This exhibit shows that, although the sales of our industrial department have slightly increased, they are not yet sufficient to pay the expenses and to give employment to all meritorious blind men and women who need it.

The patronage of our fellow citizens to this beneficent enterprise is again earnestly solicited, and with the fullest confidence that the mattresses, feather-beds, pew and boat cushions, door-mats, and the rest of the articles manufactured in our workshop, are as good in material and as strong in fabric as the best in the market. They are put at the lowest possible price, and the public are requested to call and examine them without being expected to pay any more than their real value, with no increase of charges for the benefit of the blind who make them. The current of a liberal patronage must float an enterprise which affords to a number of afflicted men and women the means for self-support and comfort.

Final Remarks.

In summing up the review of last year's work, we rejoice to think that you will find ample evidence in it that the trust committed to our charge has been faithfully and successfully administered, and has furnished renewed cause for the most grateful remembrance of the illustrious founders of the institution.

We cannot take leave of the benefactors and friends of the school without thanking them heartily for the continuance of the favors which they have bestowed upon it, and their kind appreciation of our endeavors to render it a rich blessing to its beneficiaries. We assure them that no pains shall be spared on our part to make it even more efficient and useful in the future than it has been in the past.

Finally, we would commend the institution and the interests of the blind to the fostering care of the executives and the legislative bodies of New England; to the special attention of the corporation, and to the generous aid of the public. They still have, each and all, important duties to perform. The establishment still requires their kind countenance, encouragement and assistance, for it has not yet reached its highest point of usefulness; nor can it ever do so without the earnest efforts and

hearty coöperation of all with whom rests the responsibility of its success.

All which is respectfully submitted by

JOHN S. DWIGHT,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
HENRY LEE HIGGINSON,
JAMES H. MEANS,
ROBERT TREAT PAINE, JUN.,
EDWARD N. PERKINS,
JOHN C. PHILLIPS,
SAMUEL M. QUINCY,
SAMUEL G. SNELLING,
JAMES STURGIS,
GEORGE W. WALES,

Trustees.

REPORT ON THE FIFTIETH ANNIVERSARY.

To the Members of the Corporation.

Gentlemen,—The committee on the celebration of the fiftieth anniversary feel that there is little left for them to report after the signally fine report made by the festival itself and by the school. They entered at once upon the work of preparation, which for them was limited mainly to the outward aspects of the affair, the engaging of eminent speakers, the issuing of invitations to governors, mayors, distinguished men and women, and the friends of the blind in general, being relieved of all anxiety or labor about the exercises in themselves, and the whole plan and arrangement of the programme (beyond some general consultation), by the admirable judgment, the fruitful invention and the enthusiastic, timely, thorough and well-ordered work of the whole hive of pupils, teachers and director.

The festival came off as announced on the afternoon of June 13, 1882, at the Tremont Temple, which was filled at an early hour with an audience of culture and of character, attracted by no idle curiosity, but full of tender human interest in the education and the welfare of the blind.

Several of the most eloquent philanthropists of our country had expressed the deepest interest in the occasion, and a desire to take part in it personally and *viva voce*, and were detained only by imperative engagements. His Excellency Governor Long had heartily consented to preside and speak, but was prevented by an absolute necessity of rest and change of scene. Col. Higginson with joy consented to make the principal address, but illness interfered; yet the disappointment was soon forgotten in the admirably pertinent, impressive, eloquent remarks made by the honored president of our corporation, who took the chair, and who also spoke words of wisdom and good cheer to those pupils who received at his hands their diplomas on the completion of their studies.

The exercises of the pupils were of the most interesting description, covering a wide and varied field of reading from raised type, declamation, original essays, well conceived and well expressed both in the writing and delivery, strikingly beautiful exercises in geography, in military drill and calisthenics, and touchingly so those of the kindergarten class in modelling from clay, etc. And the whole was sweetened and enlivened by excellent music from the school band, and airs, part-songs, and instrumental solos of really artistic character. To these were added a beautiful poem, written and recited by Mrs. Anagnos, and an off-hand address by the indefatigable director, Mr. Anagnos, present-

ing a very earnest, cogent plea for the means of founding the next most needed auxiliary and complement to the school: to wit, a preparatory or kindergarten school for the youngest children who are blind.

The audience listened with delighted interest, many with moist eyes, to all this, in spite of the unexpected great length of the exercises. A new life, too, was given to the occasion by the announcement of the completion of the printing fund of $100,000.

Respectfully submitted.

J. S. DWIGHT,
SAMUEL M. QUINCY,
WM. F. APTHORP,
Committee.

THE REPORT OF THE DIRECTOR.

To the Trustees.

Gentlemen,—Another year in the life of our institution has passed, and it affords me very great pleasure to say that so even has been the tenor of its way, that in turning back the record of its days, weeks and months, little is found which calls for special notice.

The general state of the school has been both pleasant and prosperous, and no adverse event has occurred to retard the progress or impair the usefulness of the institution.

The total number of blind persons connected with the various departments of the establishment at the beginning of the past year, as pupils, teachers, employés, and work men and women, was 162. There have since been admitted 29; 26 have been discharged; making the present total number 165. Of these, 145 are in the school proper, and 20 in the workshop for adults.

The first class includes 129 boys and girls, enrolled as pupils, 12 teachers and 4 domestics. Of the pupils there are now 108 in attendance, 21 being temporarily absent on account of illness or from various other causes.

The second class comprises 16 men and 4 women, employed in the industrial department for adults.

The doors of the school have thus far been wide open to all applicants of proper age and mental qualifications. This will undoubtedly continue to be the policy of the institution so long as the space at our command enables us to receive the yearly increasing numbers of sightless children who are sent to us for education and training.

The health of the household has continued to be remarkably good. No death has invaded our circle, nor has any case of severe disease occurred at the institution. This exemption from mortality and illness during a season which has been noted for its unhealthiness, demands special recognition and grateful mention.

The usual course of study, music, physical training and handicraft work, has been pursued during the past year with uninterrupted regularity and excellent results. The fruits of every year's work bring renewed confirmation to the earnest hopes of those who are deeply interested in the welfare and progress of the institution, and although all the recipients of its benefits are not able at once to provide for themselves, they are, as a class, elevated intellectually, morally and socially, and become more active and independent, and less of a burden to themselves and to their relations and friends.

Review of the Various Departments.

A brief review of what has been accomplished during the past year in each of the departments of the institution will show that our general course of instruction and training has been so improved as to give definiteness to the work of the school and to secure regular and permanent results.

Literary Department.

The degree of success which has attended the operations of this department is exceedingly gratifying, and augurs still better results and greater usefulness in the future.

The course of study has been regularly and assiduously pursued, and the progress made by the pupils in their respective studies is generally commendable.

All suggestions of improvements in the processes of mental development and discipline have been carefully considered, and expedients have often been devised for the more sure and rapid attainment of the desired results.

Several changes in the administration of this important department, pointed out by mature experience, have been made, and no efforts have been spared to promote its efficiency, invigorate its organic forces, increase its educational facilities, multiply its mechanical appliances, and keep its light burning steadily and brightly.

Instruction in most of the common branches has been freed from all typical oppressiveness, and given in a simple and natural way. Various contrivances have at times been resorted to as a relief from monotony, and the fog of dulness has been shut out from the atmosphere of the school-room by the charm of novelty and the warmth of ever fresh and unfailing interest. Whenever the objective method was admissible or possible, it has been unhesitatingly adopted and put into practice in preference to any and all others.

Reading by the touch has been taught with the greatest care, and the utmost pains have been taken with the intonation of the voice and the articulation of the throat. The fresh and valuable books recently embossed in our printing office have served as a powerful impetus in this direction, and created an ardent desire among the blind for choice literature adapted to their wants. This craving, fostered and strengthened by every new addition made to our library, has already exercised a salutary influence upon many a sightless child and youth, inciting them to a more frequent use of their fingers, and a desire to drill and train them more perseveringly than heretofore. As a consequence, of the whole number of pupils in attendance at our school during the past year, there were only four who could not read with more or less facility the products of our press. Two of these, owing either to mental weakness or physical incapacity,

were unable to decipher the letters of the alphabet in any of the line or point systems of printing. Of the remaining two, one could read both Moon's and Braille's characters, while the other was only able to make out with great difficulty a few sentences in Moon's publications.

Thoroughness has continued to be the leading principle in whatever the pupils have undertaken to do. Every particular of their work has received due attention, and nothing has been slighted or neglected on account of its being insignificant from a material point of view. The reason for this insistance is very obvious. In the light of education details or objects which may at first sight appear comparatively valueless, are really of the greatest practical importance, not so much for the amount of information which they yield, as because of the development which they compel. The mastery of certain subjects in all their minutiæ evokes effort and cultivates powers of application, which otherwise might have lain dormant. Thus one thing leads to another, and so the work goes on through life. But indulging in discouragement has never helped any one over a difficulty, and never will. D'Alembert's advice to the student who complained to him of his want of success in mastering the elements of mathematics was the right one. "Go on, sir, and faith and strength will come to you."

At the reopening of the school, after the sum-

mer vacation, both teachers and pupils have promptly returned to their work, and resumed their respective duties with fresh zest and new sense of power. There is a feeling of activity and vigor in the air, and they all seem to be animated by an earnest desire to profit by the boundless possibilities of a promising year which stretch before them.

Music Department.

This department has been conducted upon the same general plan as in previous years. No changes either in organization or in management have been attempted, and no new theories have been adopted. Improvements, however, in the processes of instruction and the details of administration have been made from time to time, and warrant a feeling of great satisfaction.

The number of pupils in the music department during the past year was 73. Of these, 68 received instruction in the piano, 47 in class singing, 17 in private vocal training, 21 in harmony, 10 in the cabinet and church organ, and 21 in reed and brass instruments.

There were four normal classes with an average membership of five each for instruction in the art of teaching.

The Braille system of musical notation has been used by the pupils, as heretofore during the last eight or nine years, in copying portions of text-books for the piano, harmony and counterpoint, for

permanent use. It has also been used for band music.

The practical utility and thoroughness of the course of instruction pursued in our music department may be illustrated by the experience of a young man, who was a graduate from another school and came here at the close of his course for a single year only. After leaving his *alma mater*, he obtained some pupils on the pianoforte, and, although he was a good player, he neither knew how or what to teach them, not having committed any instruction book or books of *études* for this instrument to memory. His collection of pieces was small and not sufficiently varied. After spending nine months here, these defects were remedied, and he returned to his home in Buffalo, N. Y., and again obtained pupils, but this time he knew how to teach them. It is just a year since he left us, and during all this time he has had plenty to do. He is the organist of a Roman catholic church, has twenty-three scholars on the pianoforte, and one on the violin. His success is complete in every respect.

Violin playing is the only important branch of music absent from our course. This instrument is unquestionably the most favorite one at the present time. Judged by its wide popularity, it reigns supreme over all others. It charms and delights alike the young and the old, the wise and the unlearned, the student and the man of affairs,

the sedate and the gay. The brilliancy and intrinsic sweetness of its sound infuse a sense of liveliness and create a feeling of joy and happiness which are unequalled. While the range of its organic resources and the compass of its harmonic combinations and rhythmic successions are neither as extensive nor as comprehensive as those of the organ and the pianoforte, its melodious effects, its power and nobleness of expression, its suppleness of tone are, on the other hand, superior to those of any other instrument. No school of music can, in our days, be considered as complete without the study of the violin. The seriousness of the objections which were cogent in the early part of the history of the institution and caused its discontinuance is invalidated, or at least greatly modified, by the present intellectual, moral and social status of the blind; and I earnestly recommend that provision should be made for its speedy introduction into both branches of the music department.

Extensive as are the facilities afforded at the institution itself for thorough instruction and practice, and great as are the actual benefits accruing from them, their value is vastly enhanced by the rare external opportunities for the cultivation and refinement of the artistic taste, which are freely offered to those of our scholars who are gifted with natural ability for the study of music.

Through the great kindness and generosity of the leading musical societies of Boston, of the

proprietors of theatres, the managers of public entertainments, and also of the most eminent musicians in the city,— the names of all of whom will be given elsewhere,— our pupils have continued to be permitted to attend the finest concerts, rehearsals, operas, oratorios and recitals, and to hear the compositions of the greater and lesser masters interpreted by distinguished individual artists or well drilled orchestras. I avail myself of this opportunity to express in the name of the school, to each and all of them, our warm thanks and grateful acknowledgments, and to join the public at large in the hearty wish for their future success and prosperity.

But the discharge of this pleasant duty is, I am grieved to say, blended with a feeling of sincere regret and disappointment, caused by the announcement that the concerts of one of the most prominent of these organizations, the Harvard musical association, will be heard no longer. This society has been a constant friend, an efficient educator and a great benefactor to the blind of New England. For sixteen years it has opened its doors to them with unparalleled liberality, and freely extended to them abundant opportunities for hearing the best performances of the *chefs d'œuvre* of classic music, thereby contributing largely to the full development of their artistic sensibilities, critical acumen and general musical culture. These uncommon advantages were so highly valued and

fully appreciated by our pupils, that their loss is keenly felt and deeply regretted by all of them.

Let us hope and trust that the noble example of the Harvard musical association will be followed by others, and that the cause of the education of the blind will not cease to be remembered by those who have it in their power to befriend and advance it.

Tuning Department.

This department has received its wonted share of attention and shows results quite as encouraging as those of former years.

As the circle of possible pursuits and remunerative employments for the blind becomes more and more restricted by the invention and use of machinery in all manufacturing processes, by the division of labor and by the enormous development of absorbing monopolies, it is more urgent that the most perfect provision should be made for those in which they can excel. Experience has proved that the art of tuning pianofortes is the most prominent among them, and no institution for the blind can afford to neglect or slight it. In our system of training the pupils for useful occupations it holds a very important position.

During the past year several improvements have been made in the appliances employed in the tuning department, and new facilities have been added for carrying on its operations successfully, and ren-

dering the instruction and practice of the recipients of its benefits thorough and efficient.

The contract for tuning and keeping in repair the pianofortes of the public schools of Boston has again, for the sixth time, been awarded to the tuning department of this institution, on the same terms as heretofore, and without the least opposition from any direction. This unanimous and prompt action of the committee, together with the steady increase of patronage which has been extended to our tuners by some of the very best families of Boston and the neighboring towns, is very gratifying to them, and speaks more eloquently for their skill and efficiency than words can do. Moreover, it constitutes in itself a complete answer and consummate refutation to the base aspersions, sneering insinuations and unfriendly remarks, which are now and then, either thoughtlessly or designedly; directed against the abilities of the blind.

The most contemptible criticism of this kind appeared last July in the editorial columns of the "Musical Critic and Trade Review" of New York. The writer of this curious paragraph asserts that, having watched the method of a blind tuner, he saw that "he had no conception of the principles of proper tuning." He says: "His musical ear was true, but he did not understand the mechanical construction of the piano, and *there is no doubt* that he succeeded in ruining the instrument.

Some persons may be actuated by a spirit of charity in engaging a blind man for the purpose of tuning their pianos, but they could better afford to pay the unfortunate man a few dollars to keep him from touching the piano, and at the same time make money by the operation, as the damage usually done is equal to twenty times the cost of tuning."

This statement is as reckless and untrue as it is cruel and unjust to a large class of our fellow men, who are striving determinedly to reach the goal of independence and grapple resolutely with the formidable difficulties opposing their advancement to the dignity of self-maintenance. It misrepresents the nature of their work, gives false impressions of the thoroughness of their training, undervalues their capacities, and adds a vast amount of anguish to their sore calamity. Conceived in supreme selfishness and mean jealousy, if not in despicable malice, and couched in terms of hypocrisy and pretence, it is calculated to strengthen the common prejudices against sightless tuners, create mistrust in their endeavors, deprive them of their share in the public patronage, and thus condemn them to the evils of idleness and the mercy of charity.

Now the facts of the case are simply these. In consequence of their infirmity the blind begin early to concentrate their attention upon the impressions received through the auditory organs.

They constantly employ the ear for various purposes for which seeing persons use their eyes, and they let it rest only when they are asleep. While in school, they live and move in an atmosphere which resounds with musical tones. By this incessant exercise their sense of hearing is so improved, and acquires such an acuteness and nicety, that the relations of sounds, and the imperfections of unisons and intervals, imperceptible to ordinary listeners, are apparent to them. This power and accuracy of the musical ear of our pupils is coupled and sustained by a practical and systematic knowledge of the construction of the pianoforte and its internal mechanism which they acquire in the tuning department of this institution. Here, aided by the use of models and the dissection of old instruments, they study with great care and under efficient guidance the differences in the structure of the various kinds of actions, learn the details of their workings, and become familiar with the form, size and relations of every part, the materials of which it is composed, and the office it performs. In addition to this, special attention is paid to that branch of physics which treats of the nature of sound and the laws of its production and propagation. Thus, all things being considered, our tuners are far better prepared in theory as well as in practice for the successful pursuit of their art than the great majority of their seeing competitors, and have

positive advantages over them, both in their natural aptitudes and in their acquired qualifications.

This assertion does not rest upon mere speculation or *a priori* reasoning. It is based upon undisputed facts which, warranted by history and confirmed by daily experience, ought to dispel all reasonable doubts as to the competency and success of the blind as tuners of pianofortes. Some of these are herewith given in the briefest possible manner.

1. Claud Montal, a graduate of the school for the young blind in Paris, has been one of the most distinguished tuners in that city, and he not only made improvements in his art but contributed more than any other individual to its present perfection. His treatise on the subject is still a work of unsurpassed merit. His knowledge of the mechanism and construction of pianofortes was so thorough and extensive that he became the head of one of the leading and most prosperous factories of these instruments. His talents were generally recognized and fully appreciated by eminent artists everywhere. He was the author of several inventions; but the most valuable of these was that concerning the pedals. He exhibited in London in 1862 a "*pédale d'expression*," diminishing the range of the hammers instead of shifting them, an expedient now employed by American and German makers, and a "*pédale de prolongement*," by using which a note or notes may be prolonged

after the fingers have quitted the keys. Montal's genius has planted the art of tuning pianofortes so firmly in the curriculum of his *alma mater*, that about one-third of the graduates of that school continue to become skilled in it and to earn their living by its practice in the capital and provinces of France.

2. Messrs. Steinway & Sons of New York have for a long time employed a blind man, named Arnim Shotte, as head tuner of their celebrated establishment, and in reply to a letter which I addressed to them, asking for information with regard to his success, they speak as follows: "Mr. Shotte's tuning is simply perfect, not only for its purity, but for his skill of so setting the tuning pins that the piano can endure the largest amount of heavy playing without being put out of tune." With this opinion coincides that of Messrs. Wm. Bourne & Son of Boston, who have employed one of the graduates of this institution, Mr. Joseph H. Wood, as principal tuner for nineteen years, and write: "It gives us the greatest pleasure to testify to the efficient and excellent service rendered by him to our establishment, and to say that his able and skilful workmanship has always been much prized by us." Other factories and dealers of pianofortes in Boston, Providence, Cleveland, Ohio, and elsewhere have availed themselves of the services of sightless tuners, and they all bear testimony to the uniform success of their work.

3. The tuners of this institution have for six years taken charge of the pianofortes used in the public schools of Boston — one hundred and thirty-one in number. Their tuning, and the lesser repairs which they themselves do, have received unqualified commendation and cordial approbation from both the music teachers and the proper authorities, and never to my knowledge has a word of dissatisfaction been breathed, or any complaint made of the slightest injury to any of the instruments.

4. A number of prominent musicians, teachers and critics in this city, such as Messrs. Carl Zerrahn, B. J. Lang, W. H. Sherwood, Julius Eichberg, John S. Dwight, J. B. Sharland, H. E. Holt, J. W. Mason, the late Robert E. Apthorp, and many others, after a patient and conscientious trial of our tuners, have declared themselves "perfectly satisfied with their work," have characterized it as "equal to the best," and some of them have earnestly recommended the services of the blind to their pupils and friends, and have obtained orders for them. The most emphatic of the testimonials cheerfully given to them was that of Mr. Sherwood, in which he says: "My grand piano was recently tuned and regulated by tuners from the institution for the blind. They put it in better repair and condition (in both action, hammer-felts and perfect tune) than it has been for a long time past. I cordially endorse their abilities in this line as apparently unsurpassed."

The chain of these testimonials and historic facts could be greatly lengthened by the addition of many others of a similar nature; but the above-mentioned will suffice to prove the correctness of my assertions, and to show that the blind are remarkably successful as tuners of pianofortes, and that the slurs cast upon their work by unprincipled critics and heartless traducers are unmerited and unjustifiable. That now and then there may be found one of their number who is not an expert in the art which he professes to pursue, and who may do harm to an instrument entrusted to his care, no one can reasonably deny. But is it fair, is it honorable, is it humane to condemn a whole class of industrious and meritorious people by the misconduct of a few, to exclude them on that ground from the active occupations of life and assign them arbitrarily to the unmitigated miseries of the almshouse, from which they have been delivered through the indefatigable toil and sagacious efforts of eminent reformers and distinguished philanthropists? Are the instigators of the paragraph published in the "Musical Critic and Trade Review" prepared to stamp as perfect or "well done" the work of the legions of seeing persons who swarm the country heralded by flaming advertisements and circulars as first-class tuners, but who are both by taste and training more competent to split wood or till the soil than to handle and regulate musical instruments? Yet it would be simply absurd to

use their failings and misdeeds as a weapon against a whole class of artisans, amongst whom there are many of acknowledged skill and dexterity.

In closing these remarks, which duty and the sense of justice compel me to write in defence of the assailed rights and misjudged abilities of the blind, I beg leave to state that the work of all the graduates from the tuning department of this institution who are supplied with certificates is warranted to be thorough in every respect; and I herewith appeal to the public to continue to favor them with employment on the solid basis of business and not on that of charity.

Technical Department.

A brief review of the work accomplished in the two branches of the technical department will show that its affairs have been managed with commendable diligence and with satisfactory results.

I. *Workshop for the Boys.*

Under the faithful care and general supervision of Mr. John H. Wright, our boys have been regularly employed in this shop in working at the usual trades, and have acquired more or less skill in their pursuance.

The mode of instruction has been very simple and eminently practical, and its chief object has been to enable the pupils to use their hands with dexterity, to exercise their faculties upon things

tangible and actual, to manipulate materials, and to learn how to construct various articles. The valuable effects of this training are manifest not only in the exactness or fitness with which mattresses, or brooms, or cane seats, or other special articles are prepared for the market, but in the development of the powers and increase of the capacities of the apprentices for the transaction of business and for general usefulness.

II. *Work-rooms for the Girls.*

Of the condition and prospects of this branch of our technical department I am able to give a most favorable account.

Under the efficient management of Miss Abby J. Dillingham, the work-rooms for the girls have continued to be bee-hives of industry, and the articles there manufactured have been most creditable both to teachers and learners, and found so ready a sale that only a few specimens could be seen in our cases at any one time.

The training which the girls receive in the work-rooms, added to the experience which they obtain in domestic employments, is of incalculable benefit to them. It enables them to engage in various occupations adapted to their sex, and to become helpful members of their families.

Department of Physical Training.

The pupils, divided as usual into six classes of moderate size, have repaired to the gymnasium at

stated hours, and have been regularly instructed and trained in those graduated trials of strength, activity and adroitness by which the size and power of the muscles are fully developed, the vital processes of respiration, digestion and circulation are promoted, the general health and agility in motion improved, and the whole frame is invigorated and prepared for sustaining prolonged and sudden efforts.

The exercises comprised in our course of physical training have been selected with a view to their suitableness to the capacity of learners of different ages and of every grade of bodily strength, and have been arranged in a progressive and systematic manner, each step leading to that directly in advance of it. They have been invariably conducted by experienced and prudent teachers, who allow no attempts of extraordinary or exaggerated feats that might cause accidents, and their effect upon the appearance, health, and strength of the pupils has been quite remarkable.

The Printing Fund.

It was a source of no small gratification to have been able to announce at the celebration of the semi-centennial anniversary of the institution, that the total amount of one hundred thousand dollars for the permanent endowment of the "Howe Memorial Press" had been contributed. The generosity and benevolence of our citizens were

never more signally manifested than in the completion of this enterprise, which will stand in perpetuity, like a beautiful fountain, breathing forth comfort and life-giving power.

About a year ago, while rendering a brief account of the progress made in raising the printing fund, we stated that the sum requisite was still incomplete, and urgently asked for further subscriptions. Our appeal met with a prompt and hearty response. The names of new contributors were almost daily added to our list, and some of the noblest families and constant benefactors of the blind, whose modesty screens them from the public ken, sent us the glad and refreshing order to double their original donations of one thousand dollars, and in several instances to multiply them by five. Such a grand use of the rules of arithmetic for the benefit of suffering humanity is not a common occurrence. It is, indeed, a rare phenomenon. Nor is it the practice of men of ordinary mental and moral calibre, who come into the possession of riches by a mere stroke of luck or accident, and whose charitable gifts are either exceedingly slender in size or capricious and showy in character. It is the privilege of great souls and hearts full of sympathy and good-will. It is the ripe fruit of pure unselfishness and benign philanthropy.

The completion of the printing fund is an act of public-spirited beneficence which, we believe, has no parallel in history, and reflects the greatest

honor on the munificent liberality of the donors and the organic fabric of the community in which such enterprises are accomplished. The books which will be annually issued will prove not only valuable treasures of enlightenment and wisdom, but a perennial source of consolation under an affliction which closes upon its victims the delights and charms of the visible world. They will gladden many a saddened heart, raise many a drooping spirit, and comfort many a joyless dwelling. Like balm and anodyne, they will assuage the pangs of calamity and misfortune. For good literature is one of the best remedies to a sorrowing soul. Pliny says :

"At unicum doloris levamentum studia confugio;"

and Montesquieu declared that no grief is so deep as not to be dissipated by reading for an hour :

"Je n'ai jamais eu de chagrin si profond qu'une heure de lecture ne l'ait dissipé."

In the case of the blind this remedy acts with tenfold force. The shadowed outward vision causes the light within to burn more brightly, as the window-curtains drawn at dark increase the glow of the fire and intensify the cheerfulness inside the room.

To a generous and enlightened public, and to the editors and proprietors of the leading newspapers we are under great and lasting obligations for the active aid and coöperation readily given

to our earnest efforts to bring the enterprise of embossing books to its consummation. Encouraged by the success thus attained, we are determined to prosecute this grand object with all our energies, until every sightless person who can read with the tips of his fingers is provided with a sufficient supply of choice and healthy literature.

Absolute Need of a Kindergarten.

Eloquent the children's faces —
  Poverty's lean look, which saith,
Save us! save us! woe surrounds us;
Little knowledge sore confounds us;
  Life is but a lingering death.

Give us light amid our darkness;
  Let us know the good from ill;
Hate us not for all our blindness;
Love us, lead us, show us kindness,
  You can make us what you will.

We are willing; we are ready;
  We would learn if you would teach;
We have hearts that yearn towards duty;
We have minds alive to beauty;
  Souls that any heights can reach.

Mary Howitt.

These lines give a striking picture of the condition of a large number of little blind children who are scattered in all parts of New England, living in total physical darkness and indescribable destitution. They set forth clearly and concisely their wants and capabilities, and present in plain and

simple words a pathetic and resistless appeal in their behalf.

Like other human beings, these afflicted children of night are endowed with faculties and capacities susceptible of development, growth and improvement, but, unlike most of them, they are considered as hopelessly disabled by their infirmity, and are thoughtlessly doomed to sloth and inertia. Pale, nerveless, haggard, and evidently reduced in vitality, they are confined to wretched lodgings, and are permitted to lead a distressing existence. All the natural pleasures of childhood are unknown to them. Not a ray of joy enters the dark chamber of their isolation; not a breath of happiness lightens the heavy pressure of the clouds of their calamity. They are usually born in poverty, and often in moral depravity. They are nursed by sorrow, surrounded by vice, accompanied by misfortune, brought up in neglect, and tortured by inexpressible misery. They live in a world of seclusion and suffering, with the woes of which very few of our citizens are acquainted. Hunger, filth, fou lair, stifling heat, or severe cold — these and their like are the daily attendants and constant companions of these unfortunate human beings.

But it is beyond doubt that the souls of these children have in them something of that cloud of glory of which the poet sings. No matter how hideous and squalid their lives may be, they have susceptibilities that can be touched by kindness,

beauty and goodness. They have hearts which can be reached by love and sympathy. They have the germs of natural aptitudes and mental abilities which can be fostered by care and brought to fruition by training.

Now the salvation and future welfare of these children of misfortune depend wholly upon their being removed from the poisonous effects of their environment, and placed in neat and healthy quarters, where the means for physical well-being and systematic training are sufficiently provided, and the spirit of good-will and benevolence all pervading and guiding, and where faith in man's capacity for improvement and elevation is firmly adhered to, and parental care and affection freely bestowed. This salutary change should be effected before corrupt tendencies and vicious propensities are hardened and crystallized into permanent habits; and the tender age between five and nine years seems most appropriate for it. Being brought so early in life under favorable influences and a regular course of bodily, mental and moral culture, the children will prove better subjects for reformation than if taken in charge later on. Good principles and aspirations will sink more deeply into their minds while these are still in a plastic state and comparatively free from low impressions and mean encumbrances; and when sound seed is sown before the tares have time to take root, the probability is that

the harvest will be more abundant and of a purer and better quality.

For the accomplishment of this noble purpose, the foundation of a primary school for little blind children is imperatively needed. As there is neither room nor conveniences for such an establishment on the premises of this institution, and as it is, moreover, neither advisable nor desirable to have its tender inmates associated and brought up together with youth between the ages of fifteen and nineteen years, it should be placed elsewhere within the limits of the city. It should have a pleasant and healthy location, and occupy a lot of land comprising five acres at least. It should be organized on sound principles, and conducted on a broad and liberal policy. There should be nothing about either its title or arrangements which would in any way compromise its educational character. Its existence should be secured by an endowment fund of about two hundred and fifty thousand dollars, and its doors should be freely opened not only to such indigent blind children as are above described, but to all others who are deprived of the visual sense and may be desirous of entering the school. They should be retained until the age of twelve, and taught and trained objectively according to the simple and rational methods developed in Froebel's kindergarten.

This system is admirably suited for the instruction of little blind children, containing, as it does,

within itself, that principle of organic life manifested in gradual development, and the power of counteracting the undesirable effects produced by the loss of sight and by weakening and degrading influences. It turns innocent play to useful account, and cultivates happiness on the fertile soil of industry. By the felicitous combination of "doing with knowing," the intellectual activity is unconsciously promoted while the physical strength is steadily increased. In the simple and delicate crafts of folding, weaving, block-building, sewing, embroidering upon cardboard, modelling in clay, and the like, a grand purpose is subserved, that of unfolding the various powers of the body and mind just at the time when they are particularly capable of harmonious growth, eager for improvement and most pliable in every respect.

Of the numerous beneficent results obtained from the above-named occupations and from similar interesting and attractive exercises, the following are the most noticeable: Good physical development; muscular strength and elasticity; habits of attention and order; clearness and precision in thinking; freedom and grace of movement; quickness of invention and fertility of imagination; a keen sense of symmetry and harmony, together with love of construction and appreciation of utility; great mechanical skill in the use of the hands, and initiation into the conventionalities of polite society, in their demeanor toward each other, and in mat-

ters of eating, drinking and personal cleanliness.

The average intelligence of pupils taught in the kindergarten is decidedly superior to that of children who enter the primary schools without such training. The former are more or less accustomed to exert themselves in the search for information, and prepared to derive greater benefit from instruction and mental discipline than the latter. They generally observe accurately, seize ideas rapidly and definitely, illustrate readily, work independently and express their thoughts with correctness and fluency. To persons bereft of sight, Froebel's system promises even higher results than these. It affords them unequalled facilities for gaining an adequate conception of forms of various kinds, and rare opportunities for the practice and refinement of their remaining senses, especially of that of touch, which is their chief reliance for the acquisition of all concrete knowledge, and consequently the most important factor of their education. Above all, the drill obtained through its exercises so early in life and under such genial influences, will prove a valuable auxiliary for future achievements and the most effective agent for raising the standard of attainments in this school. For a great part of the time which is now necessarily spent in mere primary routine work and elementary training, can then be devoted to the pursuit of advanced studies both in the literary and musical departments, and

to a thorough preparation for a professional or other calling. Thus there will be a positive and most significant gain at both ends, which will in some measure pave the way for the solution of the great problem of the higher education for the blind and their thorough equipment for the struggle of existence.

It is obvious from these facts and from a careful consideration of the matter, that a well-fitted and sufficiently provided kindergarten will be to little sightless children what the light of the sun and the dew of heaven are to tender plants, — a source of life and growth and strength, a flame dispelling the clouds of darkness, a fountain of happiness and strength, aiding them to outsoar the shadows of their night. It will be a psalm of their deliverance from the clutches of misery, a hymn to the dawn of an era of freedom and independence, a benediction to the benevolence of our age.

In behalf of these afflicted children, who from the midst of the wretchedness and neglect in which they are plunged, stretch their helpless hands towards the shore and call for a life-boat, we make an earnest appeal to the generous and wealthy members of our community, and hope that it will touch a responsive chord in their hearts. When they determine to pronounce the grand verdict and say, "let there be a permanent source of light and happiness for little blind children," there

will be no intellectual and moral darkness for them any longer.

Cicero says, that men resemble the gods in nothing so much as in doing good to their fellow creatures. "*Homines ad deos nulla se propius accedunt, quam salutem hominibus dando.*" There may possibly be some, however, who are disposed to bestow their gifts upon works of an artistic nature, upon the cause of higher or professional education, upon the furtherance of culture and refinement, but not inclined to aid an enterprise which is calculated to seek its beneficiaries in the humblest social ranks and lighten one of the greatest human calamities of half its weight. If there be such among our generous citizens, let me remind them of the words of Richter: "Very beautiful is the eagle when he floats with outstretched wings aloft in the clear blue; but sublime when he plunges down through the tempests to his eyrie on the cliff, where his unfledged young ones dwell and are starving."

Occasions of Interest during the Year.

Though a little shut in from the world, our young people are not behindhand in echoing the movements which characterize the day, and the celebration of anniversaries and other occasions during the past year has marked this tendency to a very special and interesting degree.

The first of these festivals was held in honor of

the seventy-fourth birthday of New England's favored poet, John Greenleaf Whittier, on the 17th of December, 1881.

Inspired by the new and welcome delight of being enabled to read his works for themselves unaided by any one save their own printer, the pupils of the advanced class in the girls' department conceived the idea of celebrating both the poet's birthday and their own gratitude by appropriate festal exercises; and a very charming and much enjoyed evening was the result of this happy thought. Some of the most beautiful of Whittier's poems were read with much spirit and feeling, their tender purity and pathetic grace being brought out in high relief. Music and appropriate remarks ensued and added considerably to the liveliness of the occasion. The following exquisite letter from the veteran poet, written in the touching vernacular of the interesting sect of Friends, was received by one of our teachers who had written to Mr. Whittier, informing him of the great pleasure and delight which her pupils experienced in reading his works:

DANVERS, MASS., Dec. 12th, 1881.

TO MARY C. MOORE:—

Dear Friend,—It gives me great pleasure to know that the pupils in thy class at the institution for the blind have the opportunity afforded them to read some of my writings, and thus hold what I hope will prove a pleasant communion with me. Very glad I shall be if the pen-pictures of nature and homely country firesides, which I have tried to make, are understood and appreciated by those who cannot discern them by natural vision. I

shall count it a great privilege to see for them, or rather to let them see through my eyes. It is the mind after all that really sees, shapes and colors all things. What visions of beauty and sublimity passed before the inward and spiritual light of blind Milton and deaf Beethoven!

I have an esteemed friend, Morrison Heady of Kentucky, who is deaf and blind; yet under these circumstances he has cultivated his mind to a high degree, and has written poems of great beauty and vivid descriptions of scenes which have been witnessed only by the "light within."

I thank thee for thy letter, and beg of thee to assure thy students that I am deeply interested in their welfare and progress, and that my prayer is that their inward and spiritual eyes may become so clear that they can well dispense with the outward and material ones.

I am very truly thy friend,

JOHN G. WHITTIER.

The celebration of the birthday of Longfellow, preceding, as it did, his death by so few weeks, seemed in particular a very beautiful and, as it were, almost prophetic feature of the intellectual life of the school.

The garlands, the flowers, the pictures of the great poet and of his home, were probably seen in many celebrations of the occasion, which was wonderfully and, as we have said, prophetically kept all over the country. But perhaps there was something peculiarly touching in this outburst of gratitude towards Longfellow from the hearts of the blind, to whom the difficulty of reading his works, as compared with the ordinary methods of publication, rendered them infinitely more precious, and who welcomed his birthday with an enthusiasm which only the afflicted can know.

Again, the singing of several of Longfellow's pieces in their musical and well-tuned voices, was a tribute *sui generis* to the genius of the day, and the pupils entered into their dialogue on his birth-day with an ardor which showed their worship of the hero.

Mr. Longfellow himself was interested in hearing of the histrionic attempt, which had been made earlier in the winter, and in which the play of "Maurice, the Woodcutter," was given in a very lively and untrammelled manner. No blind person unexpectedly entering the audience on that occasion would have supposed that the actors before him were sightless. Indeed, he would have imagined from the animation of their speech and the promptness of their actions, that he himself was the only person in the room who could not see. The pupils had been well drilled in the entrances, exits, and other practical points of the little drama, and their interest in the story carried them wholly out of themselves, so that awkwardness, self-consciousness and stage-fright were really left far behind.

Passing over the amusing costume party got up by our girls in the gymnasium of the institution, which was highly enjoyed and a great success, the memory dwells with delight and with lingering glance upon the day chosen to acknowledge in a

suitable manner the ceaseless and devoted efforts of Mr. Samuel G. Snelling in behalf of the blind. Mr. Snelling was himself totally unaware of the festivity intended in his honor, coming out on the afternoon appointed with a party of friends to go over the institution. As was natural in the case of distinguished visitors, the pupils were assembled *en masse* in the hall, ready with their beautiful music, with recitations and with reading. Gradually it appeared that all the transactions centered toward one object; and the demonstration becoming more pointed, a climax was reached when a crayon portrait of Mr. Snelling was unveiled, to which the following inscription was attached: "This portrait of Mr. Samuel G. Snelling was made at the expense of the pupils and teachers of the Perkins Institution and Massachusetts School for the Blind, as a slight token of their great and deep gratitude for his persistent exertions and laborious efforts in raising the printing fund for the blind of New England." Mrs. Julia Ward Howe made one of her happiest speeches on the occasion, closing with the following appropriate verse:

"These friends who in the shadows sit,
Your kindly face cannot behold,
But your soul features in their hearts
They 'll keep enshrined in memory's gold."

Two crowns of roses were presented to Mr. Snelling by a little boy and girl, on behalf of both

departments of the school, and were gracefully acknowledged by him in a few well-chosen words.

Remarks by Mr. John S. Dwight, and music by the celebrated pianist, Mr. Baerman, added greatly to the delightfulness of the occasion. The guests then visited the schools, and those who were able to stay later had the pleasure of listening to a recital by the eminent vocalist, Mrs. Clara Doria Rogers, and in the evening to a concert of much merit, given by Mr. S. B. Whitney, with the assistance of Mrs. Topliffe and other well-known musicians.

Thus the day was made thrice happy and trebly noteworthy, and as such it will be remembered by all who had the great pleasure of being present.

Closing with the celebration of the semi-centennial anniversary, the past school year has certainly been a memorable one. Yet, after all, it has only exemplified, on a larger scale, the enjoyments and advantages always open to the blind of New England.

Movement for the Blind in Providence.

Among the many interesting and gratifying demonstrations in behalf of the blind, none was more so than the action of the people of Providence, Rhode Island, in furtherance of the printing fund.

A public meeting was held in the music hall of that city on the 12th of April last, which was

attended by a large, intelligent and enthusiastic audience. Governor Littlefield presided, and opened the exercises with a brief address. About thirty members of our school gave an exhibition in reading and in various branches of study and vocal and instrumental music, and illustrated, in a striking and touching manner, the results of the beneficent work begun by Dr. Howe fifty years ago. Pertinent speeches were made by the Rev. Dr. Robinson, president of Brown university, ex-governor Van Zandt, Bishop Clark, the Rev. A. Woodbury, the Rev. Dr. Behrends and the Rev. George Harris, and a committee was appointed to take charge of the matter, composed of Governor Littlefield, Mayor Hayward, and ten other members representing the business interests, the social status and the benevolence of the community.

Thus the work of soliciting subscriptions to the printing fund was auspiciously inaugurated, and a regular system of canvassing was pursued, by means of which the amount of about seven thousand dollars was raised.

For so satisfactory a consummation of this movement the blind of New England are greatly indebted to the prominent citizens and clergymen of Providence who encouraged and promoted it, to the editors of the two leading newspapers, the "Journal" and the "Press," who cheerfully espoused the cause and lent their influence to its advancement, and especially to our good friend,

Mr. James B. Winsor, who devoted himself to it from its very inception and labored persistently and with marked disinterestedness until success was fully attained.

Effects of Political Interference.

The public institutions of Great Britain and America have their origin in the same causes, are carried on for similar purposes, and are alike in many respects; but they differ essentially in three important points: in the fundamental principles of their organization, in the sources from which they derive their means of existence, and in the scope of their administration.

In Great Britain no provision is made by the state in its sovereign character in favor of its crippled and defective children. The budget annually presented by the government and adopted by the parliament contains no items of expense either for their education or for their care and maintenance. It is true that humane enterprises are not neglected in England, and that the field of philanthropy receives due attention and is rendered productive of good harvest in some of its parts: but the means of its cultivation are not furnished from the public treasury; they are raised by the donations and contributions of benevolent individuals. Society, as such, in its organic capacity, recognizes no obligation towards its unfortunate members. It is entirely left to private charity

to perform this duty. History and experience suggest, however, that whatever is done under this form is often so hampered by conditions calculated to minister to the whims and vanity of the donors, is so ludicrously encumbered by a complicated machinery of parade and show, of empty titles and long subscription lists, of arrogant distinctions and humiliating ceremonies, of annual dinners and begging sermons, that although it may be very gratifying to the feelings and ambition of the givers, its blessedness is rather questionable so far as the recipients are concerned.

In this country the case is entirely different. The state adheres to broader considerations and higher principles, and its fixed policy is to take care of every disabled or incapacitated citizen, and to provide the means of education for every child within its borders, in view not only of his assumed rights, but also for the protection of the community itself against ignorance as a source of pauperism, and as unfitting men for the duties of citizenship. Thus public institutions for the poor and the perverse, the halt and the lawless, the idiots and the insane, the deaf and the blind, are established everywhere by legislative enactments and are supported by funds to which each taxpayer contributes his share.

This policy is unquestionably the right one. Viewed in the light of social economy, it is just to the sufferers, creditable to the community at large,

and admirable in every respect; but, considered in its practical workings, it is not entirely free from grave disadvantages and certain perils. The most serious of these arise from political or partisan interference in the administration of the affairs of public establishments and the control of their interests.

The disastrous effects of this contemptible practice are so enormous that it would be very difficult to exaggerate them. The lamentable condition of many state institutions in various parts of the country, especially in the West and South, shows conclusively, that it is the most threatening as it is the most insidious danger that besets them. In its concrete application it eats "as doth a canker" into the very heart of their existence. It is a crying evil, affixing a stigma upon the communities which encourage or tolerate it. Born of no other incentives than the lust of spoils and the thirst for lucrative positions, it has already done an incalculable amount of mischief. However it may be disguised under this pretence or that excuse, it is obviously pernicious in its character, demoralizing in its influences, unscrupulous in its attempts, plunderous in its aims, vindictive in its purposes, destructive in its tendencies, and reckless in its action. Through the viciousness of this system the usefulness of state institutions is greatly impaired, the essential powers on which their efficiency rests are consumed, and the foundations of

the moral dikes that shut out the waters of a sea of ills are sapped. Honesty, fitness, capacity and fidelity cannot possibly thrive or find adequate protection under it. As a consequence, accomplished superintendents, trained and intelligent teachers, experienced officers and faithful employés are summarily dismissed from their places for no other cause but simply in order to make room for corrupt politicians and to gratify the hunger for office of their henchmen and satellites who were howling on the confines of party strife. Under such circumstances the vital forces of public service are undermined, the springs of enthusiasm and earnest devotion to duty are dried, activity and hopefulness are succeeded by apathy and despondency, and men of talent, acknowledged ability, scholarly attainments and independence of character are driven out of their professions in disgust. They seem to prefer retirement to the yoke of unreasonable and exacting despotism.

This evil has already assumed such immense dimensions in several sections of the country that it cannot be cured by the ordinary means of grace. It has become a terrible incubus which must be torn up by the roots, a nightmare which must be shaken off without delay. It has grown to a monstrous wrong, which deserves universal and unrelenting opprobrium, and which imposes upon the good people of all political parties and religious sects the solemn obligation to unite in a strenuous

and determined effort to close the gates of public institutions against the whirlwinds of political antagonisms, partisan influences, and capricious favoritism, bringing with them confusion, anarchy and desolation. Unless this be effectually done, the provision made by the state for the maintenance and support of educational or charitable establishments will prove in many instances a source of trouble and annoyance, instead of a means of convenience, prosperity, and permanent peace.

It is with sincere pleasure that we are able to say that such practices are almost unknown in New England, and can hardly be tolerated by its people. May their absence be perpetual!

Misapprehensions to be Avoided.

It is well known that some public institutions have their origin in the idea of the supreme reign of law and order and the protection of society, others in pity and sympathy for the disabled and suffering members of the human family, and still others in the right to a thorough education which the state accords to all its children, irrespective of creed, color, social condition, or physical defects. In other words, these establishments are either penal, reformatory, eleëmosynary, or educational in their character. A thorough understanding of these distinctions, as well as of the specific aims and purposes of the different institutions, will help those

in authority not only to minister properly to the wants and training of their beneficiaries, but likewise to do perfect justice to all of them individually, and to infuse into those among them who hope to depend upon their own efforts for self-maintenance that spirit of manliness, dignity and independence which is indispensable to general success in life. A misapprehension of these points will lead, on the other hand, either to mistaken views of imaginary economy, or to mere illusions as to the magnificent results of centralization in the administration of public charities; or, again, to the adoption of unwise rules and measures proving in time positively detrimental to the welfare of the wards of the state, and to the interests of the community itself.

It is with sincere regret that I am constrained to say in this connection that the unaccountable attachment of the schools for the blind to the national conference of charities and corrections as one of its departments, coupled with a call to their managers to join in the deliberations of this body last August, is a striking illustration of such misunderstanding. It shows clearly that the nature and scope of the education of sightless children and their legal right to it are not as widely and as thoroughly known as they ought to have been. In consequence of this want of knowledge, they are arbitrarily separated from the deaf-mutes by the

brief dictum of a convention, and indiscriminately classed with paupers, criminals and lunatics.

I earnestly hope that the representatives of the various schools for the instruction of the blind in the country did not assent tacitly to this unfortunate misunderstanding. It would have been very unwise, to say the least, on their part to do so. Duty, as well as the fundamental principles of their work and the vital interests of their charge, alike demanded that they should endeavor to rectify this error promptly and in the most emphatic manner. For myself, I felt compelled to remonstrate against it as uncalled for. It is a well established fact, known to all who are familiar with the affairs of this commonwealth, that our school is founded upon the solid rock of equity, and not upon the piers of pity and favor. It has therefore no official relation whatever with the state board of charities. It has been placed by law where it properly belongs, namely, under the supervision of the state board of education. It is classed with the normal schools, the state art school, the Massachusetts agricultural college, and the institutions for deaf-mutes; and I could not allow myself to do the slightest thing which might have even the appearance of dragging it back among the eleëmosynary and reformatory establishments. In my judgment, the meetings in which the cause of the blind ought to be regularly and officially represented by their instructors are not those of the national conference

of charities and corrections, but those of the American institute of instruction, and the national educational association. No doubt much practical benefit can be derived from the deliberations of the former body, or from personal acquaintance and comparison of notes with men and women who labor in the field of benevolence, and are more or less familiar with the management of public institutions; but the experience and knowledge obtained from active coöperation with the leading educators of the country, and from participation in such discussions as pertain to the improvement of the methods of teaching, mental development, moral culture, physical and technical training, school discipline, and the like, are of far greater importance.

For these reasons I felt constrained not only to request that my name should be dropped from the list of members of a standing committee of the national conference of charities, but to raise my feeble voice against the injustice of classifying the schools for the blind with eleëmosynary, penal, or reformatory institutions.

Conclusion.

In bringing this report to a close, I beg leave to say that the institution, which hardly dared to call itself a nucleus, fifty years ago, to-day stands on the firmest foundations of public confidence and beneficent activity. As we cast a glance over the

history of the past, and trace the wandering course of the river of memory, its earlier rills lead us up among the hills of high endeavor, the thinner atmosphere, where the first pioneers of the blind labored for them in the midst of immense and often disheartening difficulties, struggled for them with the mightiest odds, and drove from their path the demons of doubt, incredulity, discouragement and despair. Oh! if but a breath of the intrepid spirit of these earliest days still animates us, we can never fail, even in the most arduous and perplexing undertakings! If there still remains within us a spark of the old zeal which led our Cadmus onward, until nothing, not even the walls of darkness and silence shutting in the most secluded of human beings, could resist his magic touch, the smallest child will feel the contagion of the divine enthusiasm for wisdom, usefulness, and the bringing about of a more perfect good on earth.

May the grand motives and noble purposes of the originators and fathers of our enterprise, who nursed it in its infancy, and carried it forward to the fair goal of a brilliant and permanent success, abide by their successors now and for ever.

Respectfully submitted by

M. ANAGNOS.

ACKNOWLEDGMENTS.

Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors, and publishers, for concerts and various musical entertainments; for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, minerals and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse and of mental stimulus and improvement. As far as we know, there is no community in the world which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

I. — Acknowledgments for Concerts and Operas in the City.

To the music committee of the Harvard Musical Association, we are indebted for twelve tickets to each of their five symphony concerts.

To Mr. Henry Lee Higginson, for thirty tickets to each of the public rehearsals of his series of twenty symphony concerts.

To the Philharmonic Society, for twelve tickets to each of their eight public rehearsals.

To the Händel and Haydn Society, through Mr. C. C. Perkins, president, and Mr. A. Parker Browne, secretary, for admission to two oratorios and two public rehearsals.

To Messrs. Tompkins and Hill, proprietors of the Boston theatre, for admission of unlimited numbers to five operas.

To Mr. Frye, for eighty-five tickets to the opera of Lucia in the Mechanic Charitable Association building.

To Mr. George H. Wilson, for seven tickets to the opera of Fidelio, given as a concert.

To the Cecilia society, through its secretary, Mr. Arthur Reed, for four tickets to each of five concerts. To Mr. C. C. Perkins, for five tickets to two of these concerts.

To Mr. B. J. Lang, for admission to the rehearsal of Berlioz's Requiem.

To the Apollo Club, through its secretary, Mr. Arthur Reed, for six tickets to each of six concerts.

To the Boylston Club, through its secretary, Mr. F. H. Ratcliffe, for eight tickets to each of five concerts.

To the president of the Euterpe society, Mr. C. C. Perkins, for nine tickets to each of four concerts.

To Mr. Wm. Winch, conductor of the Arlington Club, for four tickets.

To Mr. Georg Henschel, for thirty tickets to each of his three concerts.

To Dr. Louis Maas, for ten tickets to each of his two piano recitals.

To Mr. A. P. Peck, for forty tickets to one of Joseffy's piano recitals.

To Mr. E. W. Tyler for ten tickets to each of Mr. Otto Bendix's piano recitals.

To Mr. Loring B. Barnes, for forty tickets to Miss Fannie Barnes's concert.

To Mr. Ernst Perabo, for twenty-five tickets to each of his two piano recitals.

To Mr. Arthur Foote, for six tickets to one piano recital, and the same number to five trio concerts.

To Mr. Wm. H. Sherwood, for six tickets to one piano recital.

To Dr. Tourjée, for admission to two classical and three quarterly conservatory concerts.

To Madame Terese Liebe, for twenty tickets to her concert.

To Mr. Arthur Whiting, for admission to one piano recital.

To Mr. Albert Conant, for twelve tickets to one of the Petersilea conservatory concerts.

To Mrs. Leavitt, of the W. C. T. U. committee, for twenty tickets to the children's temperance festival.

To Miss Anna Dunlap, for six tickets to each of her two concerts.

To Mr. J. F. Winch, for ten tickets to one concert.

II. — Acknowledgments for Concerts given in our Hall.

For a series of recitals and concerts given from time to time in the music hall of the institution, we are greatly indebted to the following artists :—

To Prof. Carl Baerman and Mrs. Clara Doria Rogers.

To Mr. S. B. Whitney, organist, Mrs. G. F. Topliffe, pianist, Mr. G. B. Van Sanvoord, flutist, Mr. E. B. Marble, violinist, and Mr. Arthur Stockbridge, cellist.

To Mr. Albert Meyers, assisted by Miss Annie C. Westervelt, Miss Nellie M. Moore, Mr. B. F. Hammond of Worcester, Mr. Frank Donahoe, organist and pianist, and Mr. J. P. Leahy, elocutionist.

To Mrs. Freeman Cobb, assisted by Miss Fannie Barnes, Miss Hunneman, Mrs. Ella Cleveland Fenderson, Mr. Smith, and Dr. Fenderson.

To Mr. Stark, assisted by Mrs. Starkweather, Mrs. Scott James, Mr. E. R. Eaton, Mr. George Buckmore, and Miss Nason, reader.

To Mr. Clayton Johns, for a piano recital.

To Miss Woodward, for a lecture on Norwegian music, with illustrations.

III. — Acknowledgments for Lectures and Readings.

For various lectures, addresses and readings, our thanks are due to the following friends: Miss Helen McGill, Ph.D., Mrs.

Julia Ward Howe, Mr. F. H. Underwood, Samuel Eliot, LL.D., G. Stanley Hall, Ph.D., W. D. Howells, Mr. R. W. Jamieson, and others.

IV. — Acknowledgments for Shells, Specimens, etc.

For a valuable collection of shells and specimens of various kinds we are under lasting obligations to the Boston Natural History Society, through its custodian, Prof. Alpheus Hyatt, who has taken a kind interest in our little museum and has shown his good will and friendliness towards the institution and its beneficiaries in many ways.

V. —Acknowledgments for Periodicals and Newspapers.

The editors and publishers of the following reviews, magazines and semi-monthly and weekly papers, continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed, and perused with interest :—

The N. E. Journal of Education,	*Boston*,	*Mass.*
The Atlantic,	"	"
Wide Awake,	"	"
Boston Home Journal,	"	"
Youth's Companion,	"	"
The Christian,	"	"
The Christian Register,	"	"
The Musical Record,	"	"
The Musical Herald,	"	"
The Folio,	"	"
Littell's Living Age,	"	"
Unitarian Review,	"	"
The Watchman,	"	"
The Golden Rule,	"	"
Zion's Herald,	"	"
The Missionary Herald,	"	"

The Salem Register, ... *Salem, Mass.*
The Century, ... *New York, N. Y.*
St. Nicholas, ... " "
The Christian Union, . . " "
The Journal of Speculative Philosophy, " "
Journal of Health, . . . *Dansville, N. Y.*
Church's Musical Journal, . . *Cincinnati, O.*
Goodson Gazette, *Va. Inst. for Deaf-Mutes and Blind.*
Tablet, . . *West Va.* " " " "
Companion, . *Minnesota Institute for Deaf-Mutes.*
Il Mentore dei Ciechi, . . *Florence, Italy.*

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

M. ANAGNOS.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND *in account with* EDWARD JACKSON, *Treasurer.*

DR. *General Fund.* CR.

To balance from last year,		$1,288 16			By cash from State of	$30,000 00	
cash paid, Auditors' drafts,		65,281 61				3,600 00	
taxes,		221 01				3,620 00	
surveying 197 Endicott st.,		15 00				4,300 00	
Hatch's bill for selling,		96 15			Rhode Island,	3,544 00	
stationery,		1 25			Vermont,	2,550 00	
estate of R. E. Apthorp, commissions,		66 53			interest on mortgages,	6,986 00	
		2,000 00			rents,	450 00	
					Boston and Providence R. R. dividends,	240 00	
		1,686 28			Fitchburg R. R.,	457 50	
balance on hand,		8,650 43			interest on Eastern R. R. bonds,	360 00	
			$79,306 42		Chicago, Milwaukee and St. Paul,	180 00	
					Boston and Lowell,	50 00	
					deposits with N. E. Trust Co.,	189 22	
					sale of 197 Endicott st.,	3,650 00	
					M. Anagnos, director Work Department, $15,680 86		
					sundries, 3,449 84	19,130 70	
							$79,306 42
				1882. Oct. 1,	Credit to new account,		8,650 43

BOSTON, Oct. 1, 1882.

EDWARD JACKSON, *Treasurer.*

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND *in account with* EDWARD JACKSON, *Treasurer.*

DR. *Harris Fund.* CR.

1882.				**1881.**			
Aug. 24,	$15,000 C. B. & Q. R. R. 4 per cent. bonds,	$12,732 08		Oct. 1,	Balance on hand, ...	$ 3,761 25	
Oct. 1,	Balance uninvested, ...	29 17	$12,761 25	**1882.** July 2,	Collected on mortgage note, . . .	9 000 00	$12,761 25
				Oct. 1,	Credit to new account, ...		29 17

BOSTON, Oct. 1, 1882.

EDWARD JACKSON, *Treasurer.*

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND *in account with* EDWARD JACKSON, *Treasurer.*

DR. *Printing Fund.* CR.

				1881.			
	To cash paid, Auditors' drafts,	$5,298 41		Oct. 1,	By balance,	$21,523 94	
	loaned on notes,	92,500 00			" notes,	61,295 50	
	10 C. B. & Q. R. R. 4 per cent.			1882.	Interest on Ottawa and Burlington R. R.		
	bonds,	8,360 00		Oct. 1,	bonds,	300 00	
	loaned on mortgage,	2,500 00			Interest on Kansas City, St. Joseph and		
					Council Bluffs,	350 00	
					Interest on Chicago, Milwaukee and St.		
					Paul,	120 00	
					Interest on notes,	2,538 93	
					" " Chicago, Burlington and		
						171 33	
					[illegible]. E. Trust Co.	150 00	
					[illegible]d. Anagnos,	1,502 89	
					[illegible], Louisville, Ky.	666 42	
					" Notes collected,	20,000 00	
			$106,658 41		Debit to new account,	39 40	$106,658 41
1882.							
Oct. 1,	Debit to new account,		39 40				

Balance of Harris Fund uninvested,	$29 17	
Balance of General Fund,	8,650 43	
		$8,679 60
Printing Fund, excess of expenditures over income,	$39 40	
Balance in N. E. Trust Co.,	8,640 20	
		$8,679 60

BOSTON, Oct. 1, 1882.

EDWARD JACKSON, *Treasurer.*

Certificate of the Auditing Committee.

Boston, Oct. 9, 1882.

The undersigned, a committee appointed to examine the accounts of the treasurer of the Perkins Institution and Massachusetts School for the Blind, for the year ending Sept. 30, 1882, have attended to that duty, and hereby certify that they find the payments properly vouched and the accounts correctly cast, resulting in a balance of eight thousand six hundred and forty dollars and twenty cents on hand, deposited in the New England Trust Co. to the credit of the institution.

The treasurer also exhibited to us evidence of the following property belonging to the institution.

A. T. FROTHINGHAM,
GEO. L. LOVETT,
Auditing Committee.

General Fund.

Notes secured by mortgage,	$40,000 00	
30 shares Boston & Providence R. R.,	4,200 00	
50 shares Fitchburg R. R,	6,374 00	
Estate No. 11 Oxford street, Boston,	5,500 00	
2 Eastern R. R. bonds,	1,000 00	
2 Chicago, Burlington & Quincy bonds,	1,686 28	
		$58,760 28

Harris Fund.

Notes secured by mortgage,	$61,000 00	
1 Boston & Lowell R. R. bond,	1,000 00	
3 Eastern R. R. bonds,	3,000 00	
3 Chicago, Milwaukee & St. Paul R. R. bonds,	3,000 00	
15 Chicago, Burlington & Quincy R. R. bonds,	12,732 08	
		80,732 08

Printing Fund.

Notes secured by mortgage,	$2,500 00	
Temporary notes,	82,500 00	
2 Chicago, Milwaukee & St. Paul R. R. bonds,	2,159 00	
5 Ottawa & Burlington R. R. bonds,	5,550 00	
5 Kansas City, St. Joseph & Council Bluffs bonds,	6,200 00	
10 Chicago, Burlington & Quincy R. R.,	8,360 00	
		107,269 00
		$246,761 36

DETAILED STATEMENT OF TREASURER'S RECEIPTS.

1881.				
Oct.	1.	Balance on hand,		$23,997 03
	7.	Interest on note,		270 00
	15.	Interest on note,		150 00
	31.	State of Massachusetts,		7,500 00
Nov.	17.	Discount on note,		362 18
	25.	Interest on Ottawa & Burlington R. R. bonds,		150 00
	25.	Sale of estate No. 11 Endicott street,		3,650 00
	29.	Interest on note,		240 00
Dec.	20.	Boston & Providence R. R. dividend,		120 00
	24.	Interest on note,		300 00
		Interest on New England Trust Co.,		239 82
1882.				
Jan.	14.	State of Massachusetts,		7,500 00
	25.	Receipts from M. Anagnos, director, as per following:—		
		Income of legacy to Laura Bridgman,	$167 90	
		State of N. H., acc't B. F. Parker,	45 02	
		J. J. Mundo, account of daughter,	50 00	
		W. D. Garrison, account of son,	300 00	
		J. R. Cocke, account of self,	40 00	
		Sale of admission tickets,	12 00	
		Tuning,	500 00	
		P. Thatcher, acc't of Henry Boesch,	100 00	
		J. J. M'Cafferty, acc't of daughter,	50 00	
		Gift of Sir Moses Montefiore,	21 97	
		Receipts of work department:—		
		For month of October, $1,591 50		
		November, 1,164 44		
		December, 1,350 11		
			4,106 05	
		Sale of books acc't printing dep't,	747 10	
				6,140 04
	27.	Interest on note,		303 75
	30.	" " "		75 00
		" " "		75 00
		" " "		300 00
Amount carried forward,				$51,372 82

		Amount brought forward,		$51,372 82
1882.				
Jan.	30.	Interest on note,		200 00
		" " "		125 00
		" " "		540 00
Feb.	6.	Note collected,		5,000 00
		Interest,		31 25
	14.	Interest on Kansas City, St Joseph & Council Bluffs R. R. bonds,		175 00
Feb.	14.	Interest on Milwaukee & St. Paul R. R. bonds,		150 00
		Interest on Boston & Lowell R. R. bonds,		25 00
	28.	Interest on note,		125 00
March	1.	Eastern R. R. coupons,		270 00
		Sale of note,		10,000 00
		Interest on note,		687 50
		Interest on note,		156 57
April	1.	Discount on note,		155 56
	3.	State of Massachusetts,		7,500 00
	5.	Interest on Ottawa & Burlington R. R. bonds,		150 00
	20.	Interest on note,		305 00
		Estate of R. E. Apthorp, for rents collected,		200 00
	25.	M. Anagnos, director, as per following:—		
		Tuning,	$590 00	
		Mrs. Knowlton, account of daughter,	24 00	
		Sale of brooms, account of boys' shop,	37 18	
		Admission fees,	55 47	
		Printing department, for boxes, etc.,	74 34	
		Income of legacy to Laura Bridgman,	40 00	
		Sale of old junk etc.,	48 83	
		Receipts of work department:—		
		For month of January, $1,119 99		
		February, 696 53		
		March, 890 50		
			2,707 02	
		Sale of books, acc't of printing department,	487 55	
				4,064 39
	29.	Interest on note,		270 00
		Interest on note,		150 00
May	1.	Boston & Providence R. R. dividend,		120 00
	8.	American printing house, for the blind, Louisville, Ky.,		581 25
		Amount carried forward,		$82,354 34

	Amount brought forward,			$82,354 34
1882.				
May	27.	Interest on note,		240 00
		" " "		99 40
		" " "		300 00
	30.	" " "		200 00
July	1.	" " "		125 00
	6.	" " "		540 00
July	7.	State of Massachusetts,		7,500 00
	13.	Interest on Kansas City, St. Joseph & Council Bluffs R. R. bonds,		175 00
	15.	" " Chicago, Burlington & Quincy R. R. bonds,		150 00
		" " Boston & Lowell R. R. bonds,		25 00
July	25.	Interest on note,		300 00
		" " "		75 00
		" " "		75 00
	28	Payment of one-half mortgage note,		9,000 00
		Interest on mortgage note,		810 00
Aug.	4.	Interest on Chicago, Burlington & Quincy R. R. bonds,		200 00
		Note collected,		10,000 00
		M. Anagnos, director, as per following:—		
		J. J. M'Cafferty, acc't of daughter,	$50 00	
		F. A. Hosmer, account of son,	300 00	
		J. R Cocke, account of self,	60 00	
		Tuning,	300 00	
		Sale of soap-grease,	31 24	
		Receipts of work department:—		
		For month of April, $1,234 29		
		May, 1,322 53		
		June, 1,687 43		
			4,244 25	
		Sale of books, acc't of printing dep't,	71 00	
				5,056 49
	12.	American printing house for the blind, Louisville, Ky.,		85 75
		J. V. Apthorp, rents collected,		250 00
		State of Connecticut for board and tuition of beneficiaries,		4,300 00
		Discount on note,		228 75
	15.	Interest on notes,		303 13
	Amount carried forward,			$122,392 86

	Amount brought forward,			$122,392 86
1882.				
Aug.	15. State of Vermont for board and tuition of beneficiaries,			2,550 00
	State of Rhode Island, board and tuition of beneficiaries,			3,544 00
	State of Maine for board and tuition of beneficiaries,			3,600 00
	Notes collected,			15,000 00
Sept	12. Interest on Eastern R. R. bonds,			90 00
	18. Interest on note,			125 00
	Discount on note,			300 00
	26. Fitchburg R. R. dividends,			457 50
	Notes collected,			10,000 00
	Interest "			30 55
	29. Note "			10,000 00
	Discount on note,			362 19
	30. State of New Hampshire for board and tuition of beneficiaries,			3,620 00
	Interest on note,			687 50
	M. Anagnos, director, as per following:—			
	Mrs. Knowlton account of daughter,	$24 00		
	Tuning,	314 24		
	Sale of brooms,	23 36		
	Admission tickets,	27 96		
	Seating bench and tools,	23 55		
	Sale of old junk etc.,	45 98		
	Printing department, for maps, etc.,	92 80		
	Receipts of work department:—			
	For month of July,	$1,697 26		
	August,	934 06		
	September,	1,992 22	4,623 54	
	Sale of books, acc't of printing department,		197 24	
				5,372 67
	Subscriptions to printing fund,			61,296 00
				$239,428 27

Analysis of Treasurer's Receipts.

The treasurer's account shows that the total receipts for the year were	$239,428 27
Less cash on hand at the beginning of the year,	23,997 03
	$215,431 24

Ordinary Receipts.

From State of Massachusetts, . . .	$30,000 00	
beneficiaries of other states and individuals, ...	18,864 92	
interest, coupons and rents, . .	12,570 65	
		$61,435 57

Extraordinary Receipts.

From work department for sale of articles made by the blind, etc., . . .	$15,680 86	
sale of embossed books, maps, etc., .	2,169 89	
sale of real estate, ...	3,650 00	
tuning, ...	1,704 24	
sale of brooms at boys' shop, . .	60 54	
sale of admission tickets, . . .	95 43	
donation, ...	21 97	
sale of bench and tools, . . .	23 55	
printing department, maps, boxes, etc.,	167 14	
sale of old junk, soap-grease, etc., .	126 05	
notes, ...	69,000 00	
subscriptions to printing fund, . .	61,296 00	
		153,995 67
		$215,431 24

General Analysis of Steward's Account.

Dr.

Receipts from auditors' drafts, General Acct.,	$65,281 61	
Receipts from auditors' drafts, Printing, .	5,298 41	$70,580 02
Less amount due steward Oct. 1, 1881, . . .		1,185 01
		$69,395 01

Cr.

Ordinary expenses as per schedule annexed,	$44,748 28	
Extraordinary expenses as per schedule annexed, ...	18,389 76	
Expenses of printing department, . .	5,276 16	
	$68,414 20	
Cash on hand, General Acct., .	$958 56	
Cash on hand, Printing Acct, .	22 25	980 81
		$69,395 01

ANALYSIS OF EXPENDITURES FOR THE YEAR ENDING SEPT. 30, 1882, AS PER STEWARD'S ACCOUNT.

Meat, 28,318 lbs.,	$3,057 33	
Fish, 4,285 lbs.,	242 87	
Butter, 5,458 lbs,	1,918 62	
Rice, sago, etc.,	53 42	
Bread, flour and meal,	1,273 82	
Potatoes and other vegetables,	929 49	
Fruit,	512 40	
Milk, 21,516 qts,	1,371 13	
Sugar, 7,343 lbs.,	710 17	
Tea and coffee, 610 lbs.,	201 25	
Groceries,	907 33	
Gas and oil,	487 13	
Coal and wood,	2,192 12	
Sundry articles of consumption,	111 61	
Salaries, superintendence, and instruction,	15,685 12	
Domestic wages,	4,137 00	
Outside aid,	253 49	
Medicines and medical aid,	45 42	
Furniture and bedding,	3,751 00	
Clothing and mending,	20 30	
Musical instruments,	443 38	
Expenses of tuning department,	756 38	
Expenses of boys' shop,	87 60	
Expenses of stable,	180 33	
Books, stationery and apparatus,	1,493 62	
Ordinary construction and repairs,	2,873 62	
Taxes and insurance,	570 10	
Travelling expenses,	51 32	
Rent of office in town,	250 00	
Board of men and clerk during vacation,	79 00	
Sundries,	101 91	
		$44,748 28
Extraordinary Expenses.		
Extraordinary construction and repairs,	335 97	
Bills to be refunded,	137 00	
Beneficiaries of Harris Fund,	880 00	
Lawyer's fees,	213 73	
Expenses at Mechanics' Fair	75 00	
Expenses of work department	16,748 06	
		18,389 76
		$63,138 04

Analysis of Accounts of Printing Department.

Type,	$313 98
Machinery,	418 10
Labor,	1,331 67
Stock,	920 52
Electrotyping,	1,172 90
Binding,	922 70
Circulars, stationery, etc.,	86 38
Travelling expenses,	109 91
	$5,276 16

General Abstract of Account of the Work Department, October 1st, 1882.

Liabilities.

Due to the institution for investments since the first date,	$43,657 87	
Excess of expenditures over receipts,	1,067 20	
		$44,725 07

Assets.

Stock on hand Oct. 1, 1882,	$4,803 89	
Debts due Oct. 1, 1882,	1,543 12	
		6,347 01
		$38,378 06

Balance against the work department, Oct. 1, 1882,	$38,378 06
Balance against the work department, Oct. 1, 1881,	37,205 32
	$1,172 74
Less uncollectable bills from Dec. 6, 1878 to April 2, 1880, charged off,	55 45
Cost of carrying on the work department for the year ending Sept. 30, 1882,	$1,117 29

Cash received for sales during the year,	$15,680 86	
Excess of expenditures over receipts,	1,067 20	
		$16,748 06

Salaries and wages paid to blind people,	$3,600 81	
Salaries paid to seeing people,	2,445 79	
Sundries for stock, etc.,	10,701 46	
		$16,748 06

Account of Stock, Oct. 1, 1882.

Real estate,		$254,539 00
Railroad stock,		13,260 28
Notes,		40,000 00
Harris fund,		80,732 08
Printing fund,		107,269 00
Household furniture,		17,200 00
Provisions and supplies,		604 53
Wood and coal,		2,739 12
Stock in work department,		4,803 89
Musical department, viz.,—		
One large organ,	$5,500 00	
Four small organs,	750 00	
Forty-five pianos,	11,000 00	
Brass and reed instruments,	950 00	
		18,200 00
Books in printing office,		8,100 00
Stereotype plates,		3,900 00
School furniture and apparatus,		7,700 00
Musical library,		600 00
Library of books in common type,		2,900 00
Library of books in raised type,		6,000 00
Boys' shop,		105 00
Stable and tools,		755 00
		$569,407 90

LIST OF SUBSCRIBERS TO PRINTING FUND.

Amount acknowledged in the last Report, . . .	$44,365 20
Moses Hunt, ...	200 00
A Bostonian, through C. P. Curtis, ...	4,000 00
P. C. Brooks, ...	100 00
F., through S. G. Snelling, ...	40 00
B. S. Rotch, ...	500 00
F. R. Sears, ...	200 00
S. T. Morse, ...	25 00
Mrs. B. L. Young, ...	200 00
Moses Hunt (final), ...	100 00
R. T. Paine, Jr. (to be used as income), ...	500 00
A Friend, through S. G. S., ...	500 00
Children's Mission Society, North Adams, . . .	25 00
A Lady, through R. E. Apthorp, ...	1,000 00
A. Nickerson, ...	25 00
J. L. Gardner, ...	300 00
James Sturgis, ...	50 00
R. H. Weld, ...	25 00
Mrs. E. F. Lang, sales of her blind daughter's poems, .	10 50
J. R. Coolidge, ...	50 00
F. W. Hunnewell, ...	100 00
Mrs. James Lawrence, ...	25 00
George W. A. Williams, ...	250 00
Henry Lee, ...	5,000 00
G. S. Curtis, ...	100 00
Mrs. S. E. Guild (second donation), ...	50 00
Dr. David W. Cheever, ...	25 00
Henry S. Shaw, ...	100 00
W. Endicott, Jr., ...	1,000 00
R. C. Greenleaf, ...	1,000 00
A Friend, through S. G. Snelling, ...	500 00
Theodore Lyman, ...	50 00
Mrs. P. C. Brooks (to be used as income), . . .	500 00
C. W. Amory, ...	100 00
Mrs. Gardner Brewer, ...	100 00
H. B. Rogers, ...	1,000 00
Amount carried forward, ...	$62,115 70

Amount brought forward,	$62,115 70
Mrs. William Amory,	500 00
L. M. Standish,	20 00
Woburn Unitarian Sunday School,	18 87
F. W. Palfrey,	10 00
C. J. White,	30 00
Two Friends,	2 00
Seven Friends, in Randolph,	520 00
A Friend,	5 00
J. B. Glover,	200 00
Mrs. J. T. Coolidge,	100 00
F. C. Foster,	100 00
Two Friends,	11 00
G. M. W.,	5 00
A Friend, through S. G. S.,	200 00
G. A. Gardner,	200 00
Willard G. Gross,	5 00
A sincere Friend,	5 00
Mrs. B. W. Taggard,	25 00
Miss M. A. Wales,	50 00
Miss Susan Weld,	5 00
F. C. Lowell,	25 00
Mrs. C. P. Curtis, Senior,	35 00
A. Parker Browne,	10 00
C. C. J.,	100 00
Mrs. W. Appleton,	500 00
Mrs. P. C. Brooks (second donation to be used as income),	500 00
Mrs. M. R. Peabody,	5 00
John Richardson,	35 00
Friends, through Miss Cruft,	100 00
Mrs. and Miss ——,	115 00
Charles L. Young,	100 00
Mrs. J. F. Clarke,	25 00
Miss Cora H. Clarke,	5 00
Mrs. William W. Warren,	100 00
Miss E. F. Mason,	500 00
Miss Ida M. Mason,	500 00
Mrs. Sarah S. Fay (second subscription),	1,000 00
A Friend,	200 00
Mrs. Caroline Merriam,	100 00
W.,	50 00
George C. Richardson,	500 00
Mrs. A. W. Davis,	50 00
Mrs. M. B. Sigourney,	100 00
Amount carried forward,	$68,782 57

Amount brought forward,	$68,782 57
W. D. Pickman,	500 00
Jona. French,	100 00
J. C. Palfrey,	50 00
R. A. & M. G.,	50 00
A Friend, through S. G. S.,	250 00
Samuel C. Cobb,	50 00
Three Friends,	3 00
Mrs. J. H. Wolcott (second donation),	300 00
J. H. Weeks,	25 00
S. W. Rodman,	50 00
A Friend,	50 00
S. E. and A.,	10 00
Miss Madelaine C. Mixter,	250 00
Miss Helen K. Mixter,	250 00
Macullar, Parker & Co.,	250 00
A. T. Lyman,	50 00
Mrs. Fred Sears, Jr.,	25 00
E. D. Peters,	25 00
Delia D. Thorndike,	50 00
J. P. Bradlee,	100 00
Miss Black,	100 00
G. N. Black,	500 00
Nevins & Co.,	1,000 00
W. S. Eaton,	100 00
J. C. Ropes,	50 00
T. Lyman,	50 00
Mrs. Isaac Sweetser,	300 00
E. Whitney,	500 00
Mrs. W. E. Coffin,	50 00
Francis Andrews,	25 00
Mrs. G. R. Minot,	25 00
Mrs. David Sears,	50 00
M. D. and J. P. Spaulding,	1,000 00
J. N. B.,	5 00
Oliver Ames,	250 00
Mrs. Elisha Atkins,	300 00
C. E. Ware,	100 00
A Friend, through S. G. S.,	50 00
Miss A. D. Torrey,	50 00
Mrs. Charles Webb Howard, California,	250 00
James H. Blake,	100 00
Mrs. J. I. Bowditch,	200 00
George P. Denny,	100 00
Amount carried forward,	$76,375 57

Amount brought forward,	$76,375 57
J. W. Wheelwright,	50 00
S. Johnson,	200 00
M. C. Ferris,	50 00
H. C. Grant,	10 00
Mrs. Caroline Merriam,	50 00
Charles Merriam,	100 00
John Pickett, Beverly,	200 00
Rev. Frederick Frothingham,	1,000 00
George G. Lowell,	50 00
Mrs. C. H. Joy,	500 00
Mrs. Theodore Chase,	20 00
R. E. Robbins,	500 00
Miss A. G. Thayer,	500 00
Rev. J. H. Means,	25 00
S. G. Deblois,	25 00
A. T. Perkins,	50 00
Mrs. A. Hemenway, Jr.,	200 00
Mrs. S. Piper,	5 00
W. T. Piper,	5 00
Anonymous,	10 00
R.,	1 00
Mrs. W. F. Cary,	200 00
Mrs. F. A. Brooks,	50 00
Miss Susan I. Linzee,	100 00
W. T. Glidden,	100 00
S. R Payson,	500 00
Mrs. S. Cabot, Sen.,	200 00
J. M. Prendergast,	50 00
Mrs. Walter Baker,	300 00
Miss S. F. King,	10 00
Mrs. King, Attleboro',	5 00
A. J. Templin,	1 00
H. B. Cross,	1 00
A. B. T. Myers,	5 00
Mrs. E. Pickering,	5 00
Thomas Mack,	100 00
J. H. Sturgis,	50 00
Stephen Salisbury, Worcester,	3,000 00
B. P. Cheney,	1,000 00
B. Schlesinger,	200 00
J. L. Little,	500 00
Miss C. A. Brewer,	100 00
Sebastian B. Schlesinger,	25 00
Amount carried forward,	$86,428 57

Amount brought forward,	$86,428 57
Mrs. F. G. Willard,	25 00
Hon. W. W. Hoppin, Providence,	35 38
A. B. Arnold, "	25 00
D. R. Brown, "	5 00
Two Friends in Boston,	100 00
Mrs. Helena M. Kent,	100 00
A. G. Weeks,	200 00
S E. Peabody,	200 00
H. M. Whitney,	200 00
Easter collection in Trinity church,	20 00
Mrs. H. H. Fay,	50 00
Alexander Cochrane,	250 00
H. A. Whitney,	100 00
H. C. Lodge,	100 00
F. L. Ames,	1,000 00
E. H. Baker,	100 00
C. U. Cotting,	200 00
J. F. Osgood,	200 00
Mrs. Wm. F. Weld (last thousand to make up $100,000),	1,000 00
A Friend,	50 00
G. Higginson,	500 00
Isaac Thacher,	100 00
Mrs. F. H. Bradlee,	100 00
K. W. Sears,	100 00
S. W. Marston,	250 00
F. H. Bradlee,	100 00
Joseph Burnett,	100 00
Mrs C. H. Joy,	500 00
J. A. Beebe,	50 00
J. W. Linzee,	50 00
Cash,	50 00
W. S. C.,	250 00
C. F. Shimmin,	25 00
H. B. Rogers ($5,000 in all),	2,000 00
W. Endicott, Jr. ($5,000 in all),	4,000 00
C. W. Galloupe,	100 00
A. Glover,	100 00
J. N. Fiske,	100 00
Through W. F. Apthorp,	100 00
Mrs. G. W. Hammond,	10 00
Mrs. S. A. Miller,	5 00
S. Weaver,	5 00
L. A. Tillinghast,	5 00
Amount carried forward,	$98,988 95

Amount brought forward,	$98,988 95
T. Little,	1 25
Joshua Gray,	2 00
B. F. Gilman,	2 00
W. C. Cabot,	100 00
Mrs. Robert Swan,	20 00
Providence, R. I.	
Cash, through Mr. Howard,	10 00
J. H. and J. Chace,	100 00
Henry W. Gardner,	50 00
Rt. Rev. Thomas M. Clark,	20 00
Jacob Dunnell,	100 00
A. D. Lockwood,	100 00
James Boyce,	20 00
T. P. I. Goddard,	200 00
Mr. and Mrs. William Gammell,	1,000 00
A Friend,	50 00
A. H. Okie,	10 00
A. O. Bourn,	25 00
Miss A. G. Beckwith,	50 00
Cash,	102 00
Hon. Wm. S. Hayward,	100 00
Fitz James Rice,	100 00
William Goddard,	250 00
S. S. Sprague,	100 00
Mrs. E. A. Shepard,	200 00
James Coats,	300 00
Rowland Hazard,	200 00
D. Goff & Sons,	200 00
Miss Caroline Richmond,	20 00
Joseph A. Barker,	50 00
Callender, McAuslan & Troup,	100 00
Hon. Henry Howard,	25 00
Edwin Barrows,	5 00
Mr. and Mrs. Henry G. Russell,	300 00
Mrs. Anna A. Ives,	200 00
S. H. Greene & Sons,	100 00
Daniel E. Day,	100 00
Henry L. Kendall,	50 00
Fred I. Marcy,	50 00
W. F. Sayles,	100 00
R. Sherman,	10 00
Geo. W. Dart,	10 00
Amount carried forward,	$103,521 20

Amount brought forward,	$103,521 20
Mrs. J. C. Brown,	50 00
A Friend,	50 00
Hon. A. C. Howard,	100 00
Miss Julia Bullock,	100 00
Whitford, Aldrich & Co.,	25 00
L. Sharpe,	50 00
Hiram B. Aylesworth,	25 00
Fannie Kimball (collected from friends),	15 00
Free Religious School,	5 00
Mrs. Col. William Earle,	10 00
William Grosvenor,	50 00
Mrs. T. Beckwith,	25 00
Benjamin F. Greene,	100 00
D. G. Littlefield,	50 00
L. B. Darling,	25 00
John A. Adams,	25 00
H. H. Thomas,	25 00
H. N. Slater, Jr.,	25 00
L. B. Mason,	50 00
Augustus Woodbury,	10 00
Rev. C. A. L. Richards,	20 00
William Binney,	25 00
Edward Jollie,	10 00
Emily Waterman,	20 00
D. C. Jenckes,	10 00
George H. Corliss,	300 00
James J. Bundy	25 00
J. A. McCloy,	25 00
Mrs. Sarah Potter,	25 00
Willard Manchester,	5 00
Walter H. Manchester,	5 00
C. D. Wiggin,	5 00
C. A. Darling,	5 00
S. N. Smith,	5 00
J. S. Hudson,	5 00
J. E. Sturdy,	5 00
W. H. Fenner,	5 00
Knowles, Anthony & Danielson,	100 00
Cash,	98 00
A Friend,	2 00
George L. Claflin & Co.,	25 00
F. C. Sayles,	100 00
Benj. F. Thurston,	25 00
Amount carried forward,	$105,186 20

Amount brought forward,	$105,186 20
George Owen,	25 00
Potter & Buffington,	25 00
Rt. Rev. Thomas F. Hendricken,	25 00
Charles H. George,	25 00
E. P. Chapin,	25 00
Charles E. Carpenter,	50 00
Hon. Henry Lippitt,	200 00
Henry J. Steere,	100 00
J. T. Snow,	10 00
A. L. Calder,	10 00
A. B. Gardiner,	5 00
W. B. Wightman,	25 00
Mrs. M. A. Turner,	25 00
A. B. McCrillis,	10 00
G. W. Ladd,	15 00
John A. Brown,	25 00
Jesse Metcalf,	25 00
E. H. Brown,	10 00
F. M. Ballou,	10 00
L. K. J.,	10 00
H. B. M.,	10 00
John S. Palmer,	25 00
Mrs. T. J. Hill,	50 00
George M. Turner,	10 00
A. B. Hawes,	10 00
Amos R. Turner,	5 00
Mrs. W. H. H. Brayman,	5 00
Mrs. N. B. Horton,	5 00
C. Wiggin,	5 00
J. C. Nichols,	5 00
James T. Bower,	1 00
Sadie E. Bower,	1 00
Russell Vaughn,	2 00
J. C. Ellis,	1 00
S. B. Wickes,	1 00
H. Phinney,	2 00
J. H. Eldredge,	1 00
Mrs. W. H. Cornell,	1 00
Samuel P. Colt,	25 00
Isaac Lindsley,	2 00
B. B. Edmands,	5 00
L. D. C.,	5 00
S. H. Tingley,	25 00
Mrs. Fielden and Miss Chace's school,	26 00
	$106,069 20

LIST OF EMBOSSED BOOKS,

Printed at the Perkins Institution and Massachusetts School for the Blind.

TITLE OF BOOK.	No. of Volumes.	Price per Volume.
Howe's Cyclopædia,	8	$4 00
Baxter's Call,	1	2 50
Book of Proverbs,	1	2 00
Book of Psalms,	1	3 00
New Testament,	3	2 50
Book of Common Prayer,	1	4 00
Hymns for the Blind,	1	2 00
Pilgrim's Progress,	1	4 00
Life of Melanchthon,	1	1 00
Natural Theology,	1	4 00
Combe's Constitution of Man,	1	4 00
Selections from the Works of Swedenborg,	1	–
Second Table of Logarithms,	1	3 00
Philosophy of Natural History,	1	3 00
Huxley's Science Primers, Introductory,	1	2 00
Memoir of Dr. Samuel G. Howe,	1	3 00
Cutter's Anatomy, Physiology and Hygiene,	1	3 00
Viri Romæ, new edition with additions,	1	2 00
Musical Characters used by the seeing,	1	35
Guyot's Geography,	1	4 00
Scribner's Geographical Reader,	1	2 50
Dickens's Child's History of England,	2	3 00
Anderson's History of the United States,	1	2 50
Higginson's Young Folks' History of the United States,	1	3 50
Schmitz's History of Greece,	1	3 00
Schmitz's History of Rome,	1	2 50
Freeman's History of Europe,	1	2 50
An Account of the Most Celebrated Diamonds,	1	50
Extracts from British and American Literature,	2	3 00
American Prose,	2	3 00
Hawthorne's Tanglewood Tales,	2	2 00
Dickens's Old Curiosity Shop,	3	4 00
Dickens's Christmas Carol, with extracts from Pickwick,	1	3 00
Goldsmith's Vicar of Wakefield,	1	3 00
George Eliot's Silas Marner,	1	3 50
Biographical Sketch of George Eliot,	1	25
Milton's Paradise Lost,	2	3 00
Pope's Essay on Man and other Poems,	1	2 50
Shakspeare's Hamlet and Julius Cæsar,	1	4 00
Byron's Hebrew Melodies and Childe Harold,	1	3 00
Tennyson's In Memoriam and other Poems,	1	3 00
Longfellow's Evangeline,	1	2 00
Longfellow's Evangeline and other Poems,	1	3 00
Whittier's Poems,	1	3 00
Lowell's Poems,	1	3 00
Bryant's Poems,	1	3 00
Longfellow's Birthday, by J. R. Anagnos,	1	25
Commemoration Ode, by H. W. Stratton,	1	10

LIST OF EMBOSSED BOOKS,

Printed at the Perkins Institution and Massachusetts School for the Blind.

TITLE OF BOOK.	No. of Volumes.	Price per Volume.
JUVENILE BOOKS.		
An Eclectic Primer,	1	$0 40
Child's First Book,	1	40
Child's Second Book,	1	40
Child's Third Book,	1	40
Child's Fourth Book,	1	40
Child's Fifth Book,	1	40
Child's Sixth Book,	1	40
Child's Seventh Book,	1	40
Youth's Library, vol. 1st,	1	1 25
Youth's Library, " 2d,	1	1 25
Youth's Library, " 3d,	1	1 25
Youth's Library, " 4th,	1	1 25
Youth's Library, " 5th,	1	1 25
Youth's Library, " 6th,	1	1 25
Youth's Library, " 7th,	1	1 25
Children's Fairy Book, by M. Anagnos,	1	2 50
Andersen's Stories and Tales,	1	3 00
Eliot's Six Arabian Nights,	1	3 00
Lodge's Twelve Popular Tales,	1	2 00

N.B. The prices in the above list are set down per volume, not per set.

LIST OF APPLIANCES AND TANGIBLE APPARATUS

Made at the Perkins Institution and Massachusetts School for the Blind.

GEOGRAPHY.

I. — *Wall-Maps.*

1. The Hemispheres,	size,	42 by	52 inches.
2. United States, Mexico and Canada,	"	"	"
3. North America,	"	"	"
4. South America,	"	"	"
5. Europe,	"	"	"
6. Asia,	"	"	"
7. Africa,	"	"	"
8. The World on Mercator's Projection,	"	"	"

Each $35, or the set, $280.

II. — *Dissected Maps.*

1. Eastern Hemisphere,	size,	30 by	36 inches.
2. Western Hemisphere,	"	"	"
3. North America,	"	"	"
4. United States,	"	"	"
5. South America,	"	"	"
6. Europe,	"	"	"
7. Asia,	"	"	"
8. Africa,	"	"	"

Each $23, or the set, $184.

These maps are considered, in point of workmanship, accuracy and distinctness of outline, durability and beauty, far superior to all thus far made in Europe or in this country.

"The New England Journal of Education" says, "They are very strong, present a fine, bright surface, and are an ornament to any school-room."

III. — *Pin-Maps.*.

Cushions for pin-maps and diagrams,	each,	$0 75

ARITHMETIC.

Ciphering-boards made of brass strips, nickel-plated,	each,	$4 25
Ciphering-types, nickel-plated, per hundred,	"	1 00

WRITING.

Grooved writing-cards,	each,	$0 10
Braille tablets, with metallic bed,	"	1 50
Braille French tablets, with cloth bed,	"	1 00
Braille new tablets, with cloth bed,	"	1 00
Braille Daisy tablets,	"	5 00

TERMS OF ADMISSION.

"Candidates for admission must be over nine and under nineteen years of age, and none others shall be admitted." — *Extract from the by-laws.*

Blind children and youth between the ages above prescribed and of sound mind and good moral character, can be admitted to the school by paying $300 per annum. Those among them who belong to the State of Massachusetts and whose parents or guardians are not able to pay the whole or a portion of this sum, can be admitted gratuitously by application to the governor for a warrant.

The following is a good form, though any other will do: —

"*To His Excellency the Governor.*

"SIR, — My son (or daughter, or nephew, or niece, as the case may be), named ——, and aged ——, cannot be instructed in the common schools, for want of sight. I am unable to pay for the tuition at the Perkins Institution and Massachusetts School for the Blind, and I request that your Excellency will give a warrant for free admission.

Very respectfully, —— ——."

The application may be made by any relation or friend, if the parents are dead or absent.

It should be accompanied by a certificate, signed by some regular physician, in this form: —

"I certify, that, in my opinion, —— —— has not sufficient vision to be taught in common schools; and that he is free from epilepsy, and from any contagious disease.

(Signed) —— ——."

These papers should be done up together, and forwarded to the DIRECTOR OF THE INSTITUTION FOR THE BLIND, *South Boston, Mass.*

Blind children and youth residing in Maine, New Hampshire, Vermont, Connecticut and Rhode Island, by applying as above to the Governor, or the "Secretary of State," in their respective States can obtain warrants for free admission.

The sum of $300 above specified covers all expenses (except for clothing), namely, board, lodging, washing, tuition, and the use of books and musical instruments. The pupils must furnish their own clothing, and pay their own fares to and from the institution.

An obligation will be required from some responsible persons, that the pupils shall be kept properly supplied with decent clothing, shall be provided for during vacations, and shall be removed, without expense to the institution, whenever it may be desirable to discharge him.

The usual period of tuition is from five to seven years.

The friends of the pupils can visit them whenever they choose.

The use of tobacco, either in smoking or otherwise, is strictly prohibited in the institution.

Persons applying for admission of children must fill out certain blanks, copies of which will be forwarded to any address on application.

For further information address M. ANAGNOS, DIRECTOR PERKINS INSTITUTION FOR THE BLIND, *South Boston, Mass.*

APPENDIX.

PROCEEDINGS

OF THE

SEMI-CENTENNIAL ANNIVERSARY

AND

COMMENCEMENT EXERCISES

OF THE

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

CELEBRATION

OF THE

FIFTIETH ANNIVERSARY

OF THE

Perkins Institution and Massachusetts School for the Blind.

It was in the summer of 1832 that Dr. Howe first gathered, in his father's house, on Pleasant street, the little group of six children with which he commenced the enterprise which, under his paternal care, developed into the Perkins Institution and Massachusetts School for the Blind. It was thought fitting, therefore, that this fiftieth anniversary should be especially and publicly celebrated, and that this celebration should be held in connection with the commencement exercises of the school. The following circular was therefore issued :—

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
BOSTON, May 25, 1882.

In accordance with a vote passed at the last annual meeting of the corporation of this institution, the semi-centennial anniversary of the establishment, together with the commencement exercises of the school, will be held at Tremont Temple, on Tuesday, June 13, at 3 P. M. His Excellency Governor Long has kindly consented to preside, and most of the chief magistrates and some of the mayors and eminent citizens of New England have expressed the intention of attending the exercises. Col. T. W. Higginson will give an address.

You are most cordially invited to honor the occasion with your presence, and witness the performances, which will be to some extent indicative of the character of the work accomplished during the last fifty years for the amelioration of the condition of the blind, and their elevation in the scale of humanity.

JOHN S. DWIGHT,
SAMUEL M. QUINCY,
WILLIAM F. APTHORP,
Committee of Arrangements.

Similar notices and paragraphs calling attention to it were published in most of the Boston journals and in some others. Tickets of admission were printed in raised type in the printing office of the institution, and, accompanied by the following programme of exercises, were sent by order of the committee to former pupils, to members of the corporation, and to benefactors and friends of the institution. Others wishing to attend could obtain tickets by application to the director.

SEMI-CENTENNIAL ANNIVERSARY

AND COMMENCEMENT EXERCISES OF THE

Perkins Institution and Massachusetts School for the Blind,

TREMONT TEMPLE,

TUESDAY, JUNE 13, AT 3 O'CLOCK, P. M.

Doors open at 2.30 o'clock,

HIS EXCELLENCY GOV. LONG PRESIDING.

ADDRESS BY COL. T. W. HIGGINSON.

PROGRAMME.

PART I.

1. Operatic Selections by the . . . . . Band.
2. Introductory Remarks by . . His Excellency Gov. Long.
3. Address, ... Col. T. W. Higginson,
4. Aria, — "The trumpet shall sound" (with trumpet obligato), from the Messiah (*Händel*), . . Wm. B. Hammond.
5. Essay, — "History," . . . . Miss Jennie M. Colby.
6. Commemoration Ode, ... Henry W. Stratton.
7. Piano Solo, — Polonaise, opus 53 (*Chopin*), Miss C. A. Heine.
8. Essay, — "Telegraphy" (illust'd by apparatus), Wm. C. Bolles.
9. Declamation, — "The Present Age" (*Channing*), Henry B. Thomas.
10. Solo for Alto Horn, Swiss Air and Variations, *Arr. by B. F. Bent*, Christopher A. Howland.
11. Essay, — "Literature," . . . . Henry E. Boesch.
12. Reading by touch, ... Second Class of Girls.
13. Chorus for Female Voices, — "The Psalm of Life," (*Pinsuti.*)

PART II.

1. Poem, — "An Old Enterprise," by . . . Mrs. Anagnos.
2. Exercise in Geography, ... Little Boys.
3. Military Drill and Gymnastics.
4. Fantasie for Cornet (*Gustave Rosarie*), . . J. R. Lucier
5. Essay, — "Energy," . . . Miss Lenna D. Swinerton.
6. Kindergarten Exercise, ... Little Girls.
7. Valedictory, ... Wm. B. Hammond.
8. Chorus, — *a*, "Ave Verum," (*Mozart.*)
   b, "Receive the May with Blossoms," (*Franz.*)
9. Award of Diplomas by . . . . Dr. Samuel Eliot.
10. Band, — March, (*J. R. Lucier.*)

There was a very great demand for tickets. The day was beautiful, cool and clear, and an eager crowd awaited the opening of the doors. Quite a number of persons endeavored to enter without tickets, and were greatly disappointed to find that even the offer of payment would not secure them admission. The auditorium and balconies contained a very large assembly, — large not only in numbers, but in its representation of the best culture, refinement and wealth of the city and its suburbs. The platform was occupied by the pupils of the school, the teachers, trustees and a few invited guests. The tasteful grouping of the pupils and the bright dresses of the little girls made it a very attractive scene, and the presence of Laura Bridgman, who was seated among the teachers, greatly enhanced its interest.

Mr. John S. Dwight, chairman of the committee of arrangements, opened the meeting, expressing his regret at having to announce a double disappointment, Governor Long, who had expected to preside, being unavoidably absent in Maine, whither he had gone to take a much-needed rest; and Col. T. W. Higginson, who was to have delivered the address, being prevented from attending by a relapse of his recent severe illness. As a substitute for both, Mr. Dwight said that he knew he should name a most acceptable gentleman in the person of Dr. Samuel Eliot. This announcement was very cordially received, for the warm personal interest of Dr. Eliot in the school renders him its best representative to the public. On taking the chair, Dr. Eliot said, "No words are needed from my lips to tell you what the work is that is accomplished by the school. What the pupils do will be the best comment on the institution."

A medley of operatic selections was then performed very creditably by the band, after which Dr. Eliot addressed the audience as follows:—

Address of Samuel Eliot, LL.D.

Members and Friends of the Institution:

We celebrate our semi-centennial at this time because the first pupils of the school were gathered, half a century ago, in 1832. We might have celebrated it last year, for it was then fifty years from the appointment of Dr. Howe as director. If it is true that the teacher makes the school, Dr. Howe made this school. He brought to it in 1831, and he gave it in every succeeding year until his death, all the energy, all the aspiration which belonged to him; he formed its character from the first, and trained not only its pupils, but its teachers; nor these alone, but its trustees, its benefactors, the very community, in a wise understanding of the blind — their powers, their desires, their destinies. He did not lay the actual foundations, but he built upon them almost immediately after they were laid, and it is his design, the idea which he conceived and gradually executed, which we see and for which we are grateful today. Not to legislation or incorporation, not to any conventional organization does an institution like this owe its life, but to the heads and hearts of living men and women. They breathe into it, and it breathes; they live for it, and it lives. Our organization dates from 1829, when the founders of the school obtained an act of incorporation from the Massachusetts legislature. But that was not the year when the school was really born, and its fiftieth anniversary passed without commemoration. Then the work of the institution was proposed. In 1832 it was begun.

The first to conceive this work, now reaching its half century, was John D. Fisher. While pursuing his medical studies in Paris, he had been much interested in the education of the blind in that city, and what was done there he believed might be done here. It seems simple enough to us, but it must have seemed difficult to him, to induce Boston, then a place of comparatively limited resources, to follow the example of the great capital, and he but a young man just entering on a profession which claimed his time and strength as its own. He was brave, however, as well as benevolent, and went on from one man to another until he had

persuaded a sufficient number of his fellow-citizens to hold a formal meeting, and to take the steps which resulted in the incorporation of the institution. He did more, far more than this. He found Dr. Howe, engaged him in the service which he could not undertake himself and made it certain as anything earthly can be, that the institution would be a reality. Dr. Fisher will always be remembered as our founder. He was one of the first trustees, and continued to promote the work which he had started. But in promoting it he was one of many; in starting it he was alone. Let some, at least, of the recollections which this day stirs centre in him and renew our sense of his high-minded devotion.

The first president of the corporation was Jonathan Phillips, a name for many years before and after synonymous with public spirit. He gave of his wealth, and better still, of his wisdom, to the cause of the blind, as he was wont to give to every good cause of his time. He was a very close friend of Channing, who not only loved him, but leaned upon him. "That noble intellect," wrote the great preacher, "was made for a world of light, that noble heart, for a society of truth and honor." It was fortunate, indeed, for this institution to find such a man to preside over its infancy, and we can believe without any effort that our history would have been a different one but for Jonathan Phillips. Let him, too, be reverently remembered at this hour.

Among the first trustees was a man now of world-wide fame, but then known to few beyond his own circle here, — William H. Prescott. He had a personal interest in the blind, being half blind himself, sometimes unable to use his eyes at all, and always subject to painful restrictions with regard to them. His most important service to this institution appears to have been an article of his writing in the "North American Review" for July, 1830. He wrote not merely to show the need of a school for the blind and the imperative duty of the community to supply it, but yet more to make that duty a hopeful one. The prevailing sentiment concerning the blind, even among their well-wishers, was compassion rather than confidence: they were a sorely afflicted class who could do little or nothing for themselves, and must depend upon the charitable care of those around them. Our trustee spoke in a very different tone. He pointed out the compensations of the blind, showed how their mental grasp might be strengthened by their infirmity, how memory and

reflection might be developed in a life of thought unbroken by the sights which often distract the minds of the seeing. This was an inspiring view. It opened new hopes to the blind and to their friends. It led those about them to trust in their capacity for independence, in their ability to support themselves, nay, in their ability to support others; and from that day to this there has been no brighter thought in all the thinking about them. No one can undervalue Prescott's histories. They have glorified the name of his country as well as his own name. But were he here to choose between them and the article which gave fresh spirit to the blind and their friends, he would have reason to be prouder of the article.

Not long after the earliest pupils were taken under instruction, the women of Essex county were moved to assist them, and a fair held in Salem in the early part of 1833 secured nearly three thousand dollars. Their example was followed by the women of Boston and the neighborhood, whose fair in Faneuil Hall brought eleven thousand dollars and upwards to the treasury. The result in sympathy was worth far more. Thomas Handasyd Perkins took the lead in expressing what was in many hearts, and gave his mansion, valued at twenty-five thousand dollars, on condition that an equal amount in money should be contributed by others. The subscription proved not only equal to, but double the sum proposed. Thus in a few months about a hundred thousand dollars was bestowed upon the school, and more than a hundred thousand friends were led to interest themselves in its welfare. The poet says, "'Tis always morning somewhere in the world," and it was evidently morning in our institution in the year 1833. The day which began so brightly has never been overcast. Its light has gone on increasing towards the noon, and as it has spread over earth and sky, and filled new spaces with its lustre, it has been reflected by hundreds of sightless eyes. Of the inner life into which this illumination has penetrated, of the minds that have been expanded, of the souls that have been uplifted under its deep-reaching influence, the story has been written in heaven.

In face of such a record as this, without attempting to make it fuller, we may well be thankful to keep our anniversary. We do not keep it for the sake of the past alone, but for that of the future. This semi-centennial year has witnessed the completion of the noblest subscription yet made in behalf of the institution and its constituency. One hundred thousand dollars have been

given to the Howe Memorial Printing Fund, and from this, as from a living fountain, a rich stream of literature for the blind will flow on to the generations yet to be. Books which the blind read with little less facility than we with eyes can show in our reading, will now be multiplied. Libraries will grow up here and everywhere to minister to the intellectual and moral growth of those who have long been waiting for them; and not the blind only, but their seeing neighbors, will rejoice in the abundant harvest.

Nothing done here but bears fruit elsewhere. The opening of this institution was a blessing felt far beyond its borders. Its example was followed in other states, and even in other countries; and many a blind man and woman besides those educated in our school owe their education indirectly to it, and have cause to count its existence a benefit to them. So it will be with our printing fund, so with every good thing that can be grafted on our stock; it will all tell, and wide as the world of the blind will be the effect of each new movement in their behalf originating here. Let us never doubt that our school is capable of doing more for the blind than even the generous name of Massachusetts can fully cover. Let us never cease to hope, and, as far as in us lies, to exert ourselves, that the promise of the last fifty years may be fulfilled in the next fifty, so that when the full centennial anniversary shall come, it may be greeted with heartfelt joy by the children and the children's children who rise up to call this institution doubly blessed.

At the close of the address, Händel's aria, "The trumpet shall sound," was sung by Wm. B. Hammond, with trumpet obligato, and was greeted with hearty applause. It was followed by an essay on "History," which was commended for terseness of phrase, and for the clear and forcible manner in which it was read by the authoress, Jennie M. Colby. Mr. H. W. Stratton then read from his embossed manuscript the following —

COMMEMORATION ODE.

For him to whose large heart each noble cause
A potent magnet proved,
Whose deeds to yet re-echoing applause,
The soul of nations moved, —

For him today strong beats our pulse of love.
A path he slowly oped
That led from depths of gloom to light above;
With trials well he coped.
They ne'er his hope or might of will could foil,
Nor patience could consume.
What joy he felt when burst his bud of toil
Full into triumph's bloom!

What mines of bliss on us hath he bestowed!
His key of sympathy
The garden gates of knowledge oped, and showed
The realm within, where we
Now roam and pluck the choicest flowers and fruits,
Or quench from founts of lore
Our thirst, or analyze thought's deepest roots,
Drawn forth from learning's store.
And while amid these fragrant walks of truth,
Another boon is ours, —
The teaching of that golden-sandalled youth,
Which to us yieldeth powers
To run existence's race and gain a goal
That equalleth in worth
The highest aim of any artist soul.
Not all, howe'er, is mirth,
Although we joyful dwell 'mid Pleasure's bowers
And gardens of delight,
Though compensation's law doth make the hours
Wing quickly on their flight.

Care's lash on us inflicts as fierce a sting
As on all other lives;
In us the knife of mental suffering
Its blade regardless drives;
Affliction and true happiness do not
Necessity obey,
And ride in friendship's golden chariot
Along life's rugged way.
Not few are they who foolishly suppose
Felicity is chief
Companion of our days. We say to those,

Though known to us is grief,
Whate'er the storms that faith doth bring upon
Life's billowy expanse,
Contentment's ever ready galleon
A voyage of safety grants.

Our sips from labor's cup, indeed, are few,
But nourishment they yield;
From countless scenes are we deprived, 'tis true;
But hope doth ever wield
Within our breasts her sceptre. Time's fast wheel
With new work e'er is fraught,
Which we shall find. Our precious books reveal
The soaring wing of thought.
Ah! when, upon our fingers, shall we cease
To number their amount?
Oh, may the years to come, their sum increase
Beyond the power to count!

From seeds our patron sowed so long ago,
That climbed progression's path,
Whose steep, full well all enterprises know,
A goodly harvest hath
By us been reaped of golden knowledge-sheaves,
Which we have gathered fast
In Memory's bands. His work today receives
An impulse ne'er surpassed,
Upon whose chord of influence may deeds
Of future years be strung.

Our name depends on how each nature heeds
Its acts and careless tongue;
All words and deeds form fabrics which the loom
Of time relentless weaves;
From these the world of thought within its womb
Opinions soon conceives,
And reputation thereupon is based.
It thus behooveth each
To be 'neath caution's willing wing well placed,
For she doth wisdom teach.

Let us present Minerva with the key
That opes the treasure-room,—
The thought-filled chambers of the mind; for she,
As weaver to the loom,
Will feed it with our wisest words and ways;
And thus the light of fame
Won by our peerless school shall brighter blaze.
The fabric of a name
Unsullied, pure, may all who in it move
Bequeath, and, year by year,
More worthy of its founder shall it prove,
And grow to us more dear.
And when our barks the future's tide shall sweep
Afar from this loved home,
The cable of remembrance then will keep
It near, where'er we roam.

For all whose generous gifts afford us aid,
Within our hearts and lives
The green of gratitude can never fade,
And ne'er oblivion's gyves
Their names, when tombed in ages, shall surround;
But shining in the scroll
Of love for fellow-men shall they be found, —
All time shall them extol.
To those who wisely guide the helm of this
The flagship of our fleet,
We who have known their care and sympathies,
Our thanks can ne'er complete.

To ye whose work completion doth await
Within our honored walls,
To all our class in every land and state,
The smiling future calls
To add fresh fuel to the glowing flame
Of our desire to press
Upon the paths of knowledge, art and fame,
And capture proud success!
That flame doth generate the steam of will,
Which turns progression's wheels
Upon the track of life. The eye of skill
Each danger-sign reveals.

Then let us on, and destinations reach
Of moral excellence,
As well as other aims of worth: may each
Heed well experience.
Our efforts let coöperation guide;
They who would wed Success
Must woo her well with energies allied
E'er she will answer — yes.
From out the zenith of the firmament
Of our advancing cause,
Hope's sun a disk refulgent doth present,
Whose shining ne'er will pause;
Nor 'neath the horizon of doubt shall sink
That orb which lights our way.
Relying in the Guide divine, we link
Our hearts and lives for aye.

The piano solo (Chopin's Polonaise, Opus 53) which followed, was so finely executed by Miss Constance A. Heine that it won a most enthusiastic encore, to which the young lady responded. Commenting upon this performance, the musical critic of one of our journals remarks that it was played "with a really artistic comprehension of its meaning," adding, "The shading of this pianist is excellent, and she has a brilliancy of execution which is, under the circumstances, marvellous."

The essay on "Telegraphy," by Wm. C. Bolles, which he illustrated by the use of apparatus, giving as a specimen the first despatch ever transmitted, "What hath God wrought?" was listened to with marked attention. It was followed by a declamation, "The Present Age," delivered in a very creditable manner by Henry B. Thomas; after which Christopher Howland played an alto horn solo, "Swiss Air and variations," which was critically described as being "in every respect a fine performance."

Henry E. Boesch then gave a thoughtful essay on

"Literature," which was favorably received; and four girls of the second class read fluently and gracefully, from embossed volumes, some well-chosen selections from Longfellow, Whittier, Lowell, and Dr. Howe, after which the singing of the "Psalm of Life" by a chorus of female voices finished the first part of the programme.

The second part began with the following poem by Mrs. Anagnos, which was cordially appreciated: —

AN OLD ENTERPRISE.

Fair and bright are trifles new,
But the great is ever true;
When those trifles fade in dust,
Shines the gold that cannot rust.

Shines through springtide's budding fair,
Shines through summer's ardent air;
Autumn's frosts cannot impair,
Winter finds it glowing there.

Be our emblem, fairest Gold!
Strong as thou the cause we hold,
Bright as thou our hope and trust,
Firm the faith that cannot rust.

Then from thee a crown we 'll build,
Which no artist needs to gild;
Circling form gives emblem free
Of thy course, Eternity.

Not the serpent, but the dove,
Heralds forth the cause we love;
Cause which all conspire to aid,
Which the great their own have made,
And the gentle for it prayed,
And the strong worked undismayed.

Cause we love and love the giver,
Who loves right and helps it ever;
Who forsakes its banners never,
When the stoutest quail and quiver.

Yes! that cause and thee, its king,
Let the friends of freedom sing!
Freedom from the bands of fate,
Which she weaves with cruel hate;
Freedom for the groping blind,
Freedom for the deathless mind,
Freedom for the healing light,
All its lovers to requite.

The exercise in geography for little boys proved very interesting to the audience. A basket of blocks, each representing some state or country of a dissected map, was produced, and as fast as they were handed to the boys, they gave the name and locality of each, and answered sundry questions as to form of government, present ruler, etc.; nor did they allow themselves to be entrapped by misleading questions occasionally asked by the teacher.

Perhaps the most striking feature of the occasion, and one which was especially pleasing as showing the attention given to physical development, was the military drill for boys, and the dumb-bell exercise for girls. The former was conducted by Capt. J. H. Wright, and was highly commended for precision of movement both in marching and in the manual of arms. The girls were dressed in a pretty uniform of white with red sashes and trimmings; and their prompt and easy movements in harmony with the music made their performance especially pleasing to the eye.

The cornet solo played by Mr. J. R. Lucier, although very difficult, was rendered clearly even in the most trying passages, and was encored by the audience, and highly praised by musical critics.

The lateness of the hour made it necessary to shorten

the programme, and the essay on "Energy" was accordingly omitted.

A class of little girls then came forward so that the audience could see their work, and began modelling figures from clay; and while they were thus occupied Wm. B. Hammond delivered the

VALEDICTORY ADDRESS.

If we stand upon a lofty mountain and behold the scenery which stretches before us, we experience feelings of wonder and grandeur; and it is so to-day. As we stand upon an eminence of fifty years and look down upon the past history of Perkins Institution, we are thrilled with similar emotions. Let us linger for a few moments upon these heights, and briefly picture the scenes which dot the landscape of its history.

Dr. Fisher of Boston first conceived the idea of establishing a school for the blind in this country. While pursuing his studies in Paris, he often visited the institution of the young blind in that city; and he was so deeply impressed by the advantages which this school afforded its pupils, that he resolved to give the sightless of America similar opportunities. On his return to Boston in 1826 he communicated his intentions to several prominent persons in this city. As a result several meetings were held in behalf of the blind, and in 1829 it was voted that a committee be appointed to ask the legislature for a charter of incorporation. This petition was unanimously granted by both houses.

Dr. Fisher being unable to undertake the enterprise himself, enlisted the sympathies and coöperation of Dr. Samuel G. Howe, who opened a school at his father's residence in Pleasant street, in August, 1832, with a little band of six pupils; but soon the number of applicants for admission became so numerous that to accommodate them it was necessary that a larger building should be provided. Col. Perkins, realizing this fact, offered his mansion in Pearl street, on condition that the amount of $50,000 be raised by subscriptions. The citizens of Boston

responded to the appeal with that generosity and liberality which has always characterized them; and so great was the interest manifested, that in one month this large sum was raised, and in less than one year the legislatures of the several New England states made appropriations, so that their blind children might be educated at the Boston school.

In 1839 the facilities of the institution were greatly increased by the exchange of the Pearl street mansion for the large and commodious building which we now occupy on Dorchester Heights. Year after year witnessed improvements in the building itself, while its utility as an educational establishment was increased with the constant addition of school apparatus, musical instruments, and modes of instruction in handicraft.

The course of study pursued is essentially the same as in the high schools and academies of the United States. The aim of its instructors has been to give the pupils such practical information as will enable them to take their places as intelligent men and women in society.

On the 9th of January, 1876, the institution sustained an irreparable loss in the death of its noble and great founder, Dr. Howe, who had been our beloved and revered director for forty-four years. Mr. Anagnos was then elected by the trustees to fill the vacancy. During his administration the school has made rapid progress in the various branches; but the crowning effort of his labors in our behalf is the recent work of completing the fund for printing embossed books. To him and our dear friend, Mr. Samuel G. Snelling, the blind of New England will owe a lasting debt of gratitude; and we are glad to have this opportunity of returning our heartfelt thanks to them, and to all who by their generosity have afforded us, and those who will come after us, the means of reading for ourselves the best books of the best authors of every age.

That our institution has done a great work, no one can doubt; for she has not only elevated the blind of New England, but her influence has fallen upon the world like the beneficent rays of the sun, to bring forth germs which should spring up into insti-

tutions like herself. How well she has done her work may be shown by the statement that at the present time twenty-nine states have their own educational establishments for the blind, the others making provisions for the instruction of their sightless children at the nearest school. The Royal Normal College, which is the pride and boast of England, may be rightly considered as an outgrowth of our institution. Thus far across the Atlantic have the beacon lights of the Boston institution been seen.

In considering the achievements of this school our minds naturally turn to those who by their benevolence have enabled it to accomplish so much. Yet, while we admire these noble men and women, we can only linger upon the name of its founder, Dr. Samuel G. Howe. And though his deeds have inspired the poet, singer and orator to breathe immortal words, we, the children of his labor and love, would bring our offering, though it may be only a simple flower, among the floral tributes to his memory. There are certain phenomena in nature,—the roar of the cataract, thunder, lightning, and the deep bass of the ocean, which fill the mind with awe. Still, I think, as one contemplates a human character which reveals a holy ambition and philanthropic efforts for suffering humanity, that a feeling of sublimity is produced which even the grandeur of nature cannot surpass. Such emotions as these I experience in treating of the character of Dr. Howe,— a character so grand and so vast in its proportions that an abler pen than mine might well hesitate to attempt to portray it. Genius is the shrine at which humanity has always worshipped, and those men upon whom it has been bestowed have too often been honored and immortalized, regardless of true character. Thus it is that we admire the military achievements of Alexander, Cæsar and Napoleon. Yet they were men whose histories were written in blood and in desolated kingdoms, and who sacrificed humanity to an extent which has never been equalled by the greatest pestilence that has scourged the earth. If such men as these claim admiration, how much more must Dr.

Howe, whose genius was not only great, but whose character was above reproach.

There have lived few men to whom humanity owes more than to him whose name we honor today, and it is not too much to affirm that, had he never lived, many men and women who are today enlightened and happy, might be groping in darkness and despair. His philanthropy cannot be better expressed than it has been by our poet Whittier :—

" Wherever outraged nature
Asks word or action brave,
Wherever struggles labor,
Wherever groans a slave,
The throbbing heart of freedom finds
An answer in his own."

It is needless for me to recount the history of this great man, for the whole world knows it. It is written in the annals of Greece, it is proclaimed through the happy countenances of the blind, it is revealed through the intelligence of Laura Bridgman, and it is stamped upon the face of the poor idiot. And what was it that led him to accomplish these deeds which have made his name so famous? Was it to establish an immortal fame? Was it to have his name emblazoned upon the banners of civilization, that all might see his glory? No! for at the time when he was doing these great works, the skeptical public laughed in derision. It was simply the outpouring of his love and pity, which was so great that as we contemplate it we become lost in its vastness ; and as we review its history, we can only exclaim, " Greater works than these can no man do." There have lived great men who have written their glories upon granite and marble ; yet these monuments, like the bodies of their founders, have crumbled into dust. But far different is the fate which the fame of our hero will experience ; for it is not inscribed upon perishable granite or marble, but upon human character itself. As we lay our garland of praise upon his memory, let us not bedeck his tomb with mourning, but rather let us rejoice, for our benefactor is not dead. The truly great never die. Humanity has

given him the title of philanthropist, which is the noblest gift it can bestow; and he has won for himself a name which will endure as long as a Greek shall take pride in the glory of his nation, as long as the world shall rejoice in philanthropy, virtue, and the love of God. Until these shall vanish will the name of Dr. Howe stand as one of the brightest stars which adorn the pages of history,—a star which shall never fade, but will always be in the zenith of its glory, shedding its lustre on coming generations, and revealing to the ages the splendor of the nineteenth century.

Today brings us to the close of another year; and as we look back there is much that is pleasant to remember, though it is with sadness that we speak of our friend, the late Mr. Apthorp, who was so long one of our trustees, and who endeared himself to us by his friendly visits and personal interests in our welfare. We shall always treasure in our hearts his kindness, and that of the many friends who have contributed to our happiness.

To His Excellency the Governor of Massachusetts, and to the executives and the legislatures of the several New England states, we are greatly indebted for their liberal appropriations that have enabled the school to carry on its work.

Director, teachers and officers, we who graduate today would pour out our gratitude to you for your kindness and self-sacrifice, for your timely reproofs and watchful care; and though our thanks be but poorly expressed, our gratitude is none the less sincere.

Fellow-classmates, the hour of parting is at hand. We who have journeyed together for so many years, who have been sheltered under the same roof, and have formed ties of brotherhood which death only can sever, are soon to separate; each to go to his own field of labor; and let us seek to live so that we shall be a credit to ourselves, and an honor to our *alma mater*. It has often been said that school days are the happiest in life, and perhaps when our circuit of existence is nearly completed we shall realize this statement; for I am sure that we can never

look back upon the past with other than feelings of gratitude for the dear friends who have done so much for us, and with joy to the hours when we played and sang together; yes, and the dear old building itself, each room of which could tell a story that would fill our countenances with smiles, and our eyes with tears.

> "This fond attachment to the well-known place,
> Where first we started into life's long race,
> Will maintain its hold with unfailing sway,
> And we'll feel it in age and our latest day."

At the close of the address the little girls had finished their modelling, the products of which represented geometrical shapes, articles of common use, fruits and animals. Each exhibited to the audience the models she had made, and gave a brief account of their nature and uses.

Mr. Anagnos then spoke, briefly explaining that these exercises were a specimen of the regular instruction of the school, and calling attention to the need of a primary or kindergarten school for those who are too young for admission to this institution, and are, in consequence, suffering deeply from the lack of early training. He announced a determination to effect the establishment of such a school, and made a brief but earnest appeal for assistance and co-operation in the work, pointing out that no better monument could be reared to the memory of any philanthropic lady or gentleman who should feel disposed to endow it.

After the singing of the choruses by the pupils, the diplomas were presented to the graduates, Wm. B. Hammond, Henry B. Thomas, Wm. C. Bolles and Henry E. Boesch, by Dr. Eliot, who addressed them as follows:—

I have the privilege of presenting the diplomas which have been awarded to you by the director and faculty of the school. You are well aware that they have made the award, and that I am merely their instrument in transferring these rolls to your hands.

I congratulate you on receiving them today. We have been keeping an anniversary full of precious memories and precious hopes, and the diplomas associated with such an event have an exceptional value. They will call up these exercises in after years, and give you new courage as you remember the high and solemn day on which you received them.

I congratulate you also on having enjoyed the great advantages of your training at a time when they have been constantly on the increase, and especially on receiving your education in a period when the blind have proved themselves as fit to be highly educated and highly trusted as any class among us. May you add your own proofs to those already given to this effect, and may your lives be crowned with independence and success.

You will not, I am sure, consider yourselves separated from the school by your graduation. On the contrary, you become, by virtue of having reached the end of your undergraduate course, fuller members of the institution than you have hitherto been. You will be followed with watchful interest by those you leave behind, and you will turn back to them with ever-growing affection and gratitude. Farewell.

A march composed by J. R. Lucier, and played by the band, closed the exercises, which, though lasting nearly three hours and a half, held the close attention of the audience to the end.

The exercises, both individually and collectively, received very high commendation by the press. Of the literary exercises one writer says, "There was manifest throughout a thorough knowledge and appreciation of the subject, and it even required a mental effort on the part of the spectators to realize that the performers were not in full possession of all faculties of body as well as of mind;" and a musical critic says, "The outcome of such a concert must inspire the public with confidence in the practical musicianship of the blind."

The following lines, a voluntary contribution from a former graduate, were to have been read, but were crowded out by lack of time.

LINES FOR THE FIFTIETH ANNIVERSARY.

By P. Reeves.

The day was dawning o'er us
Just fifty years ago,
And now we sing in chorus,
Though the master is laid low.
To him we pay a tribute,
And for him we will pray;
For he changed the clouded night
To a bright and sunny day.

A darker night in Egypt
The Egyptians never saw;
He found us in the darkness,
He travelled near and far,
And the most afflicted ones
He gathered in a band,
Taught them how to read and write,
And led them by the hand.

He gave his time and talents
To educate the blind.
The star is still ascendant;
His work is well defined.
Dr. Howe, — the name we love
And ever shall revere!
Blest among the saints above,
His chair is vacant here.

They knew him in the East,
They knew him in the West:
In deeds of love and mercy
He ranks among the best.
And we should all be thankful,
And ever happy be.
And praise the man and master
Who made us proud and free.

CORRESPONDENCE.

The following letters were sent in response to invitations to take part in the celebration of the semi-centennial anniversary:

LETTER FROM GOVERNOR LITTLEFIELD.

STATE OF RHODE ISLAND, EXECUTIVE DEPARTMENT,
PROVIDENCE, June 7, 1882.

MY DEAR SIR: — I desire through you to thank the committee of arrangements for an invitation to be present at the semi-centennial anniversary of the "Perkins Institution for the Blind," to be held in connection with the commencement exercises of your school, on the 13th inst.

I regret to say I am obliged to deny myself the pleasure of being with you on that day, on account of public duties, which call me to Newport.

I feel the disappointment keenly, as I had made up my mind some weeks since to be with you on that occasion, which I supposed would occur a few days later in the month.

I am pleased to see our little commonwealth so well represented on your programme. I am sure the scholars from this and other states will perform the part assigned them to the full satisfaction of teachers and friends, and with credit to the institution over which you preside with such marked ability. May it be your pleasure on that day to report the *one hundred thousand dollars* printing fund complete, and may the good work of the institution be extended and strengthened with each successive year, until every child in New England, deprived of sight, may share its benefits.

Permit me to extend the cordial congratulations of the people of Rhode Island to your presiding officer, His Excellency the Governor of the Commonwealth of Massachusetts, your distinguished orator of the day, the committee of arrangements, and all engaged in the celebration of the semi-centennial anniversary of your noble institution.

Faithfully yours,

A. H. LITTLEFIELD.

Prof. M. ANAGNOS,
BOSTON, Mass.

LETTER FROM MR. WILLIAM CHAPIN OF PHILADELPHIA.

The revered and honored principal of the Pennsylvania Institution for the Blind, Mr. William Chapin, whose noble life has been devoted to the cause of the blind, not being able to be present at the celebration, sent the following letter: —

PENN. INSTITUTION FOR THE INSTRUCTION OF THE BLIND,
PHILADELPHIA, June 13, 1882.

MY DEAR MR. ANAGNOS: — I have failed to acknowledge your kind invitation to be present at the *semi-centennial anniversary and commencement exercises* of your school, which are really in full accomplishment at the time of this writing (Tuesday, 4 P. M.) I regret the necessity of my absence, for I much enjoy such commemorations. Your programme presents a very happy and appropriate variety of exercises; and I shall hope to have the pleasure of reading the address of the occasion, by Col. Higginson.

Be so kind as to furnish me with any paper which may give a report of the exercises.

Your institution stands pre-eminent in our country. And its present director ably sustains the prestige which it gained by its eminent founder, Dr. S. G. Howe. Believe me to be,

Very truly your friend,

WILLIAM CHAPIN.

M. ANAGNOS, Esq.

LETTER FROM MRS. JULIA WARD HOWE.

BOSTON, June 13, 1882.

MY DEAR FRIENDS: — It is with a regretful heart that I turn my steps westward today, in compliance with an engagement which I made in ignorance of the precise date of your semi-centennial celebration. Though absent in person, my heart will be with you at your festival; and my most earnest good wishes will always attend the progress of the institution whose past fifty years make us hope for still nobler achievements in the future.

Yours most affectionately,

JULIA WARD HOWE.

Despatch from Mr. B. B. Huntoon.

Louisville, Ky., June 14, 1882.

To M. Anagnos, *Supt. Inst. for the Blind:*

The Kentucky Institution for the Blind, as one of the children, sends congratulations upon the celebration of the golden wedding between the hearts of all New England and the Perkins Institution for the Blind.

B. B. HUNTOON, *Supt.*

Letter from Mr. Otis Patten.

Mr. Otis Patten, superintendent of the Arkansas institution for the blind, and one of the early pupils of Dr. Howe, explained his absence from the festival in the following letter:—

Arkansas School for the Blind,
Little Rock, Ark., June 10, 1882.

Gentlemen:— Your kind invitation to attend the semi-centennial celebration of the Perkins Institution for Blind I found waiting me this evening on my return home after nearly a week's absence. I regret that I shall not be able to be present on that interesting occasion, as my own school does not close till the 27th inst., and we are very busy preparing for the closing exercises. I had hoped that your celebration would be later in the season, and looked forward to it with many pleasant anticipations. I entered the Perkins Institution as a pupil nearly forty-seven years ago, and whatever of success I have had in life I owe in great measure to that school, and to its noble founder, Dr. S. G. Howe, whose kindness to me, an orphan boy, is among my most precious memories.

Yours respectfully,

OTIS PATTEN.

To Messrs J. S. Dwight,
Samuel M. Quincy,
Wm. F. Apthorp,
Committee of Arrangements.

LETTER FROM J. HOWARD HUNTER, M. A., OF TORONTO.

Mr. J. Howard Hunter, formerly principal of the Ontario institution for the blind, and a gentleman of high scholarly attainments and rare ability, sent the following letter:—

OFFICE OF THE INSPECTOR OF INSURANCE, ONTARIO.
PARLIAMENT BUILDINGS,
TORONTO, CANADA, 12th June, 1882.

MY DEAR ANAGNOS: — I am very greatly obliged for your kind invitation to the semi-centennial of your noble institution for the blind; but owing to the pressure of official engagements I must deny myself the sincere pleasure that it would have afforded to offer you, in person, my best congratulations.

Now — and formerly! What a half century for the blind! The transformation is surely the most marvellous that this wonderful half century can show. What Boston and Howe and Anagnos have contributed towards this transformation will, to the full extent, be admitted only when reflection ripens and when the disturbing influence of personal rivalry is removed. Competition, so valuable and necessary a spur in even works of philanthropy produces — like any other sharp spur — a temporary soreness of the sides.

I have often thought, will some grateful blind student in the better days that are to be become the historian of the education of the blind? The class for whom these long years of ceaseless, anxious, ingenious toil have been expended will doubtless yield a distinguished example of thankful recollection combined with brilliant literary expression. Assuredly, if ever that history comes to be written in the spirit of gratitude or simple truth, your name, my dear Anagnos, must constantly recur.

That you would succeed in your latest enterprise, — the establishment of a fund sufficiently large to keep your embossing presses constantly employed, — this was a foregone conclusion: for, though the undertaking seemed gigantic, it was a man of

Titanic energy that undertook it. I most sincerely congratulate you and your distinguished board of trustees on this happy issue of your joint labors, which so auspiciously completes the half-century of your institution annals.

With kindest remembrances to Mrs. Anagnos and my Boston friends,

Yours, very faithfully,

J. HOWARD HUNTER.

FIFTY-SECOND ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1883.

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 Post Office Square.
1884.

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1884. Feb. 21,

By mail.

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Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
SOUTH BOSTON, Oct. 23, 1883.

To the Hon. HENRY B. PEIRCE, *Secretary of State*, Boston.

DEAR SIR: — I have the honor to transmit to you, for the use of the legislature, a copy of the fifty-second annual report of the trustees of this institution to the corporation thereof, together with the usual accompanying documents.

Respectfully,

M. ANAGNOS,
Secretary.

OFFICERS OF THE CORPORATION.

1883-84.

SAMUEL ELIOT, *President.*
JOHN CUMMINGS, *Vice-President.*
EDWARD JACKSON, *Treasurer.*
M. ANAGNOS, *Secretary.*

BOARD OF TRUSTEES.

FRANCIS BROOKS.
JOHN S. DWIGHT.
M. ENGELHARDT.
JOSEPH B. GLOVER.
J. THEODORE HEARD, M.D.
EDWARD N. PERKINS.
JOHN C. PHILLIPS.
SAMUEL M. QUINCY,
SAMUEL G. SNELLING.
JAMES STURGIS.
GEORGE W. WALES.
JOHN H. WETHERBEE.

STANDING COMMITTEES.

Monthly Visiting Committee,

Whose duty it is to visit and inspect the Institution at least once in each month.

1884.		1884.	
January, . . .	F. Brooks.	July, . . .	J. C. Phillips.
February, . . .	J. S. Dwight.	August, . .	S. M. Quincy.
March, ...	M. Engelhardt.	September, .	S. G. Snelling.
April, . . .	J. B. Glover.	October, . .	James Sturgis.
May, ...	J. T. Heard.	November, .	G. W. Wales.
June, ...	E. N. Perkins.	December, .	J. H. Wetherbee.

Committee on Education.

J. S. Dwight.
Francis Brooks.
S. M. Quincy.

House Committee.

E. N. Perkins.
G. W. Wales.
Francis Brooks.

Committee on Finance.

J. B. Glover.
James Sturgis.
John C. Phillips.

Committee on Health.

J. Theodore Heard.
M. Engelhardt.
J. H. Wetherbee.

Auditors of Accounts.

Samuel G. Snelling.
James Sturgis.

OFFICERS OF THE INSTITUTION.

DIRECTOR.

M. ANAGNOS.

MEDICAL INSPECTOR.

JOHN HOMANS, M.D.

LITERARY DEPARTMENT.

Miss JULIA ROXANA GILMAN.
Miss ETTA S. ADAMS.
Miss FRANCES B. WINSLOW.
Miss JULIA A. BOYLAN.
Miss DELLA BENNETT.
Miss MARY C. MOORE.
Miss CORA A. NEWTON.
Miss EMMA A. COOLIDGE.

Miss SARAH ELIZABETH LANE, *Librarian.*

MUSICAL DEPARTMENT.

THOMAS REEVES.
FRANK H. KILBOURNE.
Miss FREDA BLACK.
Miss MARY L. RILEY.
Miss LUCY A. HAMMOND.
Miss ANNIE KEITH.
Miss MARY A. PROCTOR.
Mrs. KATE RAMETTI.
C. H. HIGGINS.
EZRA M. BAGLEY.
JULIUS AKEROYD.

Music Readers.

Miss ALLIE S. KNAPP.
Miss CAROLINE L. BATES.

TUNING DEPARTMENT.

JOEL WEST SMITH, *Instructor and Manager.*
GEORGE E. HART, *Tuner.*

INDUSTRIAL DEPARTMENT.

Workrooms for Juveniles.

JOHN H. WRIGHT, *Work Master.*
Miss A. J. DILLINGHAM, *Work Mistress.*
Miss CORA L. DAVIS, *Assistant.*
THOMAS CARROLL, *Assistant.*

Workshop for Adults.

ANTHONY W. BOWDEN, *Manager.*
P. MORRILL, *Foreman.*
Miss M. A. DWELLY, *Forewoman.*
Miss MATTIE M. STONE, *Clerk.*

DOMESTIC DEPARTMENT.

Steward.

ANTHONY W. BOWDEN.

Matron.

Miss MARIA C. MOULTON.
Miss DORA M. MORRELL, *Assistant.*

Housekeepers in the Cottages.

Mrs. M. A. KNOWLTON.
Mrs. L. S. SMITH.
Miss BESSIE WOOD.
Mrs. SOPHIA C. HOPKINS.

PRINTING DEPARTMENT.

DENNIS A. REARDON, ... *Manager.*
Miss ELIZABETH S. HOWE, *Printer.*
Miss MARTHA F. ROWELL, "

Miss ELLEN B. WEBSTER, *Book-keeper.*

MEMBERS OF THE CORPORATION.

All persons who have contributed twenty-five dollars to the funds of the institution, all who have served as trustees or treasurer, and all who have been elected by special vote, are members.

Adams, John A., Providence.
Adams, Waldo, Boston.
Aldrich, Mrs. Sarah, Boston.
Alger, Rev. William R., Boston.
Ames, F. L., Boston.
Ames, Mrs. H. A., Boston.
Ames, Oliver, Boston.
Amory, C. W., Boston.
Amory, James S., Boston.
Amory, William, Boston.
Amory, Mrs. William, Boston.
Anagnos, M., Boston.
Andrews, Francis, Boston.
Anthony, Hon. Henry, Providence.
Appleton, Miss Emily G., Boston.
Appleton, T. G., Boston.
Appleton, Mrs. William, Boston.
Apthorp, William F., Boston.
Arnold, A. B., Providence.
Atkins, Mrs. Elisha, Boston.
Atkinson, Edward, Boston.
Atkinson, William, Boston.
Austin, Edward, Boston.
Aylesworth, H. B., Providence.
Baldwin, William H., Boston.
Baker, Mrs. E. M., Boston.
Baker, Mrs. E. W., Dorchester.
Baker, Ezra H., Boston.
Baker, Miss M. K., Boston.
Barbour, E. D., Boston.
Barker, Joseph A., Providence.
Barstow, Amos C., Providence.
Barrows, Rev. S. J., Dorchester.
Beal, J. H., Boston.
Beard, Hon. Alanson W., Boston.
Beckwith, Miss A. G., Providence.
Beckwith, Mrs. T., Providence.
Beebe, J. A., Boston.
Bennett, Mrs. Eleanor, Billerica.
Bigelow, E. B., Boston.
Binney, William, Providence.
Black, G. N., Boston.
Blake, G. Baty, Boston.
Blake, James H., Boston.
Blanchard, G. D. B., Malden.
Bourn, A. O., Providence.
Bouvé, Thomas T., Boston.
Bowditch, Mrs. E. B., Boston.
Bowditch, J. I., Boston.
Bowditch, Mrs. J. I., Boston.
Bradlee, F. H., Boston.
Bradlee, Mrs. F. H., Boston.
Bradlee, J. P., Boston.
Brewer, Miss C. A., Boston.
Brewer, Mrs. Mary, Boston.
Brewster, Osmyn, Boston.
Brimmer, Hon. Martin, Boston
Brooks, Francis, Boston.
Brooks, Mrs. F. A., Boston.
Brooks, Peter C., Boston.
Brooks, Rev. Phillips, Boston.
Brooks, Shepherd, Boston.

Brooks, Mrs. Susan O., Boston.
Brown, John A., Providence.
Brown, Mrs. John C., Providence.
Browne, A. Parker, Boston.
Bullard, W. S., Boston.
Bullock, Miss Julia, Providence.
Bundy, James J., Providence.
Burnett, Joseph, Boston.
Cabot, Mrs. Samuel, Sen., Boston.
Cabot, W. C., Boston.
Callender, Walter, Providence.
Carpenter, Charles E., Providence.
Cary, Mrs. W. F., Boston.
Chandler, P. W., Boston.
Chandler, Theophilus P., Brookline.
Chace, J. H., Providence.
Chace, J., Providence.
Chapin, E. P., Providence.
Chase, Mrs. Theodore, Boston.
Cheever, Dr. David W., Boston.
Cheney, Benjamin P., Boston.
Chickering, George H., Boston.
Childs, Alfred A., Boston.
Claflin, Hon. William, Boston.
Clapp, William W., Boston.
Clarke, Mrs. Jas. Freeman, Boston.
Clement, Edward H., Boston.
Coats, James, Providence.
Cobb, Samuel C., Boston.
Cobb, Samuel T., Boston.
Cochrane, Alexander, Boston.
Coffin, Mrs. W. E., Boston.
Colt, Samuel P., Providence.
Conant, Mrs. Rebecca, Amherst, N. H.
Coolidge, Dr. A., Boston.
Coolidge, J. R., Boston.
Coolidge, Mrs. J. R., Boston.
Coolidge, J. T., Boston.
Coolidge, Mrs. J. T., Boston.
Corliss, George H., Providence.
Cotting, C. U., Boston.
Crane, Zenas M., Dalton.
Crosby, Joseph B., Boston.
Crosby, William S., Boston.
Cruft, Miss Annah P., Boston.
Cruft, Miss Harriet O., Boston.
Cummings, Charles A., Boston.
Cummings, Hon. John, Woburn.
Curtis, George S., Boston.
Curtis, Mrs. Margarette S., Boston.
Dana, Mrs. Samuel T., Boston.
Dalton, C. H., Boston.
Dalton, Mrs. C. H., Boston.
Danielson, G. W., Providence.
Darling, L. B., Providence.
Davis, Miss A. W., Boston.
Day, Daniel E., Providence.
Deblois, Stephen G., Boston.
Denny, George P., Boston.
Devens, Rev. Samuel A., Boston.
Ditson, Oliver, Boston.
Dix, J. H., M.D., Boston.
Dunnell, Jacob, Providence.
Dwight, John S., Boston.
Eaton, W. S., Boston.
Eliot, Dr. Samuel, Boston.
Emery, Francis F., Boston.
Emery, Isaac, Boston.
Emmons, Mrs. Nath'l H., Boston.
English, Jas. E., New Haven, Conn.
Endicott, Henry, Boston.
Endicott, William, Jr., Boston.
Ernst, C. W., Boston.
Farnam, Mrs. A. G., New Haven.
Fay, H. H., Boston.
Fay, Mrs. H. H., Boston.
Fay, Miss Sarah B., Boston.
Fay, Mrs. Sarah S., Boston.
Fellows, R. J., New Haven, Conn.
Ferris, M. C., Boston.
Fisk, Rev. Photius, Boston.
Fiske, J. N., Boston.
Folsom, Charles F., M.D., Boston.
Forbes, J. M., Milton.
Foster, F. C., Boston.
Freeman, Miss Hattie E., Boston.
French, Jonathan, Boston.
Frothingham, A. T., Boston.
Frothingham, Rev. Fred'k, Milton.
Galloupe, C. W., Boston.
Gammell, Prof. Wm., Providence.

Gammell, Mrs. Wm., Providence.
Gardiner, Charles P., Boston.
Gardiner, William H., Boston.
Gardner, George, Boston.
Gardner, George A., Boston.
Gardner, Henry W., Providence.
Gardner, John L., Boston.
George, Charles H., Providence.
Glidden, W. T., Boston.
Glover, A., Boston.
Glover, J. B., Boston.
Goddard, Benjamin, Brookline.
Goddard, Miss Matilda, Boston.
Goddard, Miss Rebecca, Boston.
Goddard, T. P. I., Providence.
Goddard, William, Providence.
Goff, Darius L., Pawtucket, R. I.
Goff, L. B., Pawtucket.
Gray, Mrs. Horace, Boston.
Greene, Benj. F., Providence.
Greene, S. H., Providence.
Greenleaf, Mrs. Jas., Charlestown.
Greenleaf, R. C., Boston.
Grosvenor, William, Providence.
Grover, William O., Boston.
Guild, Mrs. S. E., Boston.
Hale, Rev. Edward E., Boston.
Hale, George S., Boston.
Hall, J. R., Boston.
Hall, Miss L. E., Charlestown.
Hardy, Alpheus, Boston.
Haskell, Edwin B., Auburndale.
Hayward, Hon. Wm.S.,Providence.
Hazard, Rowland, Providence.
Heard, J. T., M.D., Boston.
Hemenway, Mrs. A., Jr., Boston.
Hendricken, Rt. Rev. T. F., Providence.
Higginson, George, Boston.
Higginson, Henry Lee, Boston.
Hill, Hon. Hamilton A., Boston.
Hill, Mrs. T. J., Providence.
Hilton, William, Boston.
Hogg, John, Boston.
Hooper, E. W., Boston.
Hooper, R. W., M.D., Boston.
Hoppin, Hon. W. W., Providence.
Hovey, George O., Boston.
Hovey, William A., Boston.
Howard, Hon. A. C., Providence.
Howard, Mrs. Chas. W., California.
Howard, Hon. Henry, Providence.
Howe, Mrs. Julia Ward, Boston.
Howes, Miss E., Boston.
Houghton, Hon. H. O., Cambridge.
Hunnewell, F. W., Boston.
Hunnewell, H. H., Boston.
Hunt, Moses, Charlestown.
Hyatt, Alpheus, Cambridge.
Inches, H. B., Boston.
Ives, Mrs. Anna A., Providence.
Jackson, Charles C., Boston.
Jackson, Edward, Boston.
Jackson, Mrs. J. B. S., Boston.
Jackson, Patrick T., Boston.
Jackson, Mrs. Sarah, Boston.
Jarvis, Edward, M.D., Dorchester.
Johnson, Samuel, Boston
Jones, J. M., Boston.
Joy, Mrs. Charles H., Boston.
Kellogg, Mrs. Eva D., Boston.
Kendall, C. S., Boston.
Kennard, Martin P., Brookline.
Kent, Mrs Helena M., Boston.
Kidder, H. P., Boston.
Kinsley, E. W., Boston.
Lang, B. J., Boston.
Lawrence, Abbott, Boston.
Lawrence, Amos A., Longwood.
Lawrence, Edward, Charlestown.
Lawrence, Mrs. James, Boston.
Lawrence, William, Lawrence.
Lee, Henry, Boston.
Lincoln, L. J. B , Hingham.
Linzee, J. W., Boston.
Linzee, Miss Susan I., Boston.
Lippitt, Hon. Henry, Providence.
Littell, Miss S. G., Brookline
Little, J. L., Boston.
Littlefield, A. H., Pawtucket.
Littlefield, D. G., Pawtucket.
Lockwood, A. D., Providence.

Lodge, Mrs. A. C., Boston.
Lodge, Henry C., Boston.
Lord, Melvin, Boston.
Lothrop, John, Auburndale.
Lovett, George L., Boston.
Lowell, Abbott Lawrence, Boston.
Lowell, Augustus, Boston.
Lowell, Miss A. C., Boston.
Lowell, Francis C., Boston.
Lowell, George G., Boston.
Lowell, Miss Lucy, Boston.
Lyman, Arthur T., Boston.
Lyman, George H., M.D., Boston.
Lyman, J. P., Boston.
Lyman, Theodore, Boston.
McAuslan, John, Providence.
Mack, Thomas, Boston.
Macullar, Addison, Boston.
Marcy, Fred I., Providence.
Marston, S. W., Boston.
Mason, Miss E. F., Boston.
Mason, Miss Ida M., Boston.
Mason, L. B., Providence.
May, Miss Abby W., Boston.
May, F. W. G., Dorchester.
McCloy, J. A., Providence.
Means, Rev. J. H., D.D., Dorchester.
Merriam, Mrs. Caroline, Boston.
Merriam, Charles, Boston.
Metcalf, Jesse, Providence.
Minot, Francis, M.D., Boston.
Minot, Mrs. G. R., Boston.
Minot, William, Boston.
Mixter, Miss Helen K., Boston.
Mixter, Miss Madelaine C., Boston.
Morrill, Charles J., Boston.
Morse, S. T., Boston.
Morton, Edwin, Boston.
Motley, Edward, Boston.
Nevins, David, Boston.
Nichols, J. Howard, Boston.
Nichols, R. P., Boston.
Nickerson, Andrew, Boston.
Nickerson, Mrs. A. T., Boston.
Nickerson, George, Jamaica Plain.
Nickerson, Miss Priscilla, Boston.
Nickerson, S. D., Boston.
Noyes, Hon. Charles J., Boston.
O'Reilly, John Boyle, Boston.
Osgood, J. F., Boston.
Osborn, John T., Boston.
Owen, George, Providence.
Paine, Mrs. Julia B., Boston.
Paine, Robert Treat, Jun., Boston.
Palfrey, J. C., Boston.
Palmer, John S., Providence.
Parker, Mrs. E. P., Boston.
Parker, E. F., Boston.
Parker, H. D., Boston.
Parker, Henry G., Boston.
Parker, Richard T., Boston.
Parkman, Francis, Boston.
Parkman, George F., Boston.
Parsons, Thomas, Chelsea.
Payson, S. R., Boston.
Peabody, Rev. A. P., D.D., Cambridge.
Peabody, F. H., Boston.
Peabody, O. W., Milton.
Peabody, S. E., Boston.
Perkins, A. T., Boston.
Perkins, Charles C., Boston.
Perkins, Edward N., Jamaica Plain.
Perkins, William, Boston.
Peters, Edward D., Boston.
Phillips, John C., Boston.
Pickett, John, Beverly
Pickman, W. D., Boston.
Pickman, Mrs. W. D., Boston.
Pierce, Hon. H. L., Boston.
Potter, Mrs. Sarah, Providence.
Pratt, Elliott W., Boston.
Prendergast, J. M., Boston.
Preston, Jonathan, Boston.
Pulsifer, R. M., Boston.
Quincy, Samuel M., Wollaston.
Rice, Hon. A. H., Boston.
Rice, Fitz James, Providence.
Richardson, George C., Boston.
Richardson, John, Boston.
Robbins, R. E., Boston.
Robeson, W. R., Boston.

Robinson, Henry, Reading.
Rodman, S. W., Boston.
Rodocanachi, J. M., Boston.
Rogers, Henry B., Boston.
Rogers, Jacob C., Boston.
Ropes, J. C., Boston.
Ropes, J. S., Jamaica Plain,
Rotch, Mrs. Benjamin S., Boston.
Russell, Henry G., Providence.
Russell, Mrs. Henry G., Providence.
Russell, Miss Marian, Boston.
Russell, Mrs. S. S., Boston.
Salisbury, Stephen, Worcester.
Saltonstall, H., Boston.
Saltonstall, Leverett, Newton.
Sanborn, Frank B., Concord.
Sargent, I., Brookline.
Sayles, F. C., Pawtucket, R. I.
Sayles, W. F., Pawtucket, R. I.
Schlesinger, Barthold, Boston.
Schlesinger, Sebastian B., Boston.
Sears, David, Boston.
Sears, Mrs. David, Boston.
Sears, Mrs. Fred., Jr., Boston.
Sears, F. R., Boston.
Sears, Mrs. K. W., Boston.
Sears, Mrs. S. P., Boston.
Sears, W. T., Boston.
Sharpe, L., Providence.
Shaw, Mrs. G. H., Boston.
Shaw, Henry S., Boston.
Shaw, Quincy A., Boston.
Shepard, Mrs. E. A., Providence.
Sherwood, W. H., Boston.
Shimmin, C. F., Boston.
Shippen, Rev. R. R., Washington.
Sigourney, Mrs. M. B., Boston.
Slack, C. W., Boston.
Slater, H. N., Jr., Providence.
Snelling, Samuel G., Boston.
Spaulding, J. P., Boston.
Spaulding, M. D., Boston.
Sprague, S. S., Providence.
Stanwood, Edward, Boston.
Steere, Henry J., Providence.
Stone, Joseph L., Boston.
Sturgis, Francis S., Boston.
Sturgis, J. H., Boston.
Sturgis, James, Boston.
Sullivan, Richard, Boston.
Sweetser, Mrs. Anne M., Boston.
Taggard, B. W., Boston.
Taggard, Mrs. B. W., Boston.
Thaxter, Joseph B., Hingham.
Thayer, Miss Adele G., Boston.
Thayer, Miss A. G., Andover.
Thayer, Rev. George A., Cincinnati.
Thomas, H. H., Providence.
Thorndike, Delia D., Boston.
Thorndike, Mrs. J. H., Boston.
Thorndike, S. Lothrop, Cambridge.
Thurston, Benj. F., Providence.
Tingley, S. H., Providence.
Tompkins, Orlando, Boston.
Torrey, Miss A. D., Boston.
Troup, John E., Providence.
Tucker, W. W., Boston.
Turner, Miss Abby W., Boston.
Turner, Mrs. M. A., Providence.
Underwood, F. H., Boston.
Upton, Geo. B., Boston.
Wales, George W., Boston.
Wales, Miss Mary Ann, Boston.
Wales, Thomas B., Boston.
Ward, Rev. Julius H., Boston.
Ward, Samuel, New York.
Ware, Charles E., M. D., Boston.
Warren, J. G., Providence.
Warren, S. D., Boston.
Warren, Mrs. Wm. W., Boston.
Washburn, Hon. J. D., Worcester.
Weeks, A. G., Boston.
Weeks, James H., Boston.
Weld, R. H., Boston.
Weld, Mrs. W. F., Philadelphia.
Weld, W. G., Boston.
Wesson, J. L., Boston.
Wheelwright, A. C., Boston.
Wheelwright, John W., Boston.
White, B. C., Boston.
White, C. J., Cambridge.
Whiting, Ebenezer, Boston.

Whitman, Sarah W., Boston.
Whitney, Edward, Belmont.
Whitney, E., Boston.
Whitney, H. A., Boston.
Whitney, H. M., Boston.
Whitney, Mrs., Boston.
Whitney, Miss, Boston.
Wigglesworth, Miss Ann, Boston.
Wigglesworth, Edw., M.D., Boston.
Wigglesworth, Thomas, Boston.
Wightman, W. B., Providence.
Wilder, Hon. Marshall P., Dorchester.
Willard, Mrs. Harry, New York.
Williams, Geo. W. A., Boston.
Winslow, Mrs. George, Roxbury.
Winsor, J. B., Providence.
Winthrop, Hon. Robert C., Boston.
Winthrop, Mrs. Robert C., Boston.
Wolcott, J. H., Boston.
Wolcott, Mrs. J. H., Boston.
Woods, Henry, Paris, France.
Worthington, Roland, Roxbury.
Young, Mrs. B. L., Boston.
Young, Charles L., Boston.

SYNOPSIS OF THE PROCEEDINGS

OF THE

ANNUAL MEETING OF THE CORPORATION.

BOSTON, Oct. 10, 1883.

The annual meeting of the corporation, duly summoned, was held to-day at the institution, and was called to order by the president, Samuel Eliot, LL. D., at 3 P. M.

The proceedings of the last annual meeting were read by the secretary, and declared approved.

The report of the trustees was presented, accepted, and ordered to be printed with that of the director and the usual accompanying documents.

The treasurer, Mr. Edward Jackson, read his report, which was accepted, and ordered to be printed.

All the officers of the past year were reëlected, J. Theodore Heard, M.D., having been chosen to fill the vacancy caused by the absence abroad of Mr. Henry Lee Higginson.

The following persons were afterwards added to the list of the members of the corporation by a

unanimous vote: Waldo Adams, Edward Stanwood, Henry G. Parker, Orlando Tompkins, John Boyle O'Reilly, Francis H. Underwood, C. W. Ernst, R. M. Pulsifer, Rev. Julius H. Ward and Mrs. Eva D. Kellogg.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to visit the various departments of the school and inspect the premises.

M. ANAGNOS,
Secretary.

Commonwealth of Massachusetts.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
SOUTH BOSTON, Oct. 1, 1883.

TO THE MEMBERS OF THE CORPORATION.

Gentlemen: — In compliance with the requirements of law and custom, we have the honor to present to you, and, through you, to the legislature, a brief account of the history of the institution under our charge for the financial year ending Sept 30, 1883.

There is no significant event to record, and no important change to notice in the manner of conducting the affairs of the establishment.

The school has now been fifty-two years in actual operation. Its successive annual reports have contained such full and minute statements of its internal concerns, the course and modes of instruction, the management and government of the pupils, the accommodations for the health and

comfort of the household, and the various arrangements for prosecuting its work successfully, that we do not deem it necessary to enter again upon the details of these topics. Suffice it to say that during the last twelve months the usual good order has prevailed, and the same satisfactory progress has been made throughout.

The present total number of blind persons immediately connected with the institution, in all its departments, is 160. The details of the admissions and discharges will be given in the report of the director.

The general health of the inmates has not been so good as heretofore. In fact, owing perhaps to the profracted severity of the cold weather and the prevalence of epidemic diseases in the city, the amount of sickness has been greater than usual. Besides the appearance of the measles and other ailments, the scarlet fever suddenly invaded the household, and we have to mourn the loss of the assistant matron, Miss Virtiline Haskell, who died of this disease on the 13th of June. She was a person of good abilities, tender heart and excellent character, and her memory will long be cherished by all who knew her.

The affairs of the institution have been administered acceptably to our board, and advantageously to the recipients of its benefits.

The report of the director will show that the school is well equipped in all its departments, and

that the officers and teachers have performed their respective duties with their accustomed fidelity and ability.

Members of our board who have made frequent visits to the institution, have observed that the best feelings exist between the members of the household, and that proper attention is paid to the comfort of the children, and due care is bestowed upon their mental development, physical training and moral improvement.

Commencement Exercises.

These exercises were held at Tremont Temple on Tuesday, June 5, at 3 P. M. Tickets of admission, with a circular of invitation, were sent to all the members of the corporation, and to the benefactors and friends of the institution. Every seat was occupied, and a large number of applicants were refused admission for want of room.

Our president, Dr. Samuel Eliot, occupied the chair, and made a brief but exceedingly eloquent and admirably pertinent address, in which, among other things, he said that "the institution has existed deep and strong in the benevolence of its founders and the community for fifty years, and will exist deeper and stronger for many a half century to come. It makes no unusual claim, and asks for no exceptional sympathy. It only shows that, while all education is interesting, in that it overcomes difficulties, here it overcomes far more

than ordinary difficulties." He also spoke earnest words of friendly encouragement and wise counsel to the six graduates who received their diplomas at his hands.

The exercises of the school were of unusual interest, and gave not only pleasure, but a real surprise to the immense audience. They were brief, appropriate, incisive, convincing and sparkling with taking points. They reflected credit of the very highest kind on the assiduity and industry of the pupils, on the talents and fidelity of their teachers, and on the completeness and efficiency of the educational advantages afforded by the institution.

It might have been feared that, after the novelty of the spectacle had begun to lose its freshness, the interest which the exercises of our pupils originally excited in the public mind would gradually subside. But, on the contrary, we are happy to report that each successive year shows an increase of interest.

The Appeal for a Kindergarten.

The kindergarten exercises were made a special feature in the festival, and the greatest interest centered about them. Dr. W. T. Harris of Concord made an excellent address, in which he spoke earnestly of the peculiar significance and value of Froebel's system; and his remarks were heartily applauded.

A brief circular, printed in raised characters and distributed extensively among the audience, called attention to the need of money to establish a primary school for the many little sightless children, who are now, at the tenderest and most impressionable age, either neglected or being perverted in a vicious atmosphere. We quote as follows: —

"With all the progress and advancement, our system of education for the blind is not yet complete. A vital element is still lacking for its perfection.

"There is in New England a large number of blind children. between the ages of five and nine, who are too young to be received in a mixed school like ours. They live and move in a very unhealthy atmosphere. Their minds are contaminated by low influences, and their growth is stinted by confinement in ill-ventilated and comfortless quarters. They waste away under the rust of neglect and the want of sufficient food and proper care.

"Humanity, justice, expediency and imperative duty, all alike demand that immediate and vigorous measures should be taken for the establishment and endowment of such a school as will be not only an auxiliary, but a complement to our institution."

The force of this call was increased tenfold by the exquisite work of the little boys and girls of the kindergarten classes. They demonstrated in a most practical and convincing manner the great promise and possibilities of this fruitful branch of education, and pleaded eloquently and fervently by the deftness of their fingers the cause of their

smaller brothers and sisters in misfortune, for whose early instruction and training there is no provision whatever.

The number of self-supporting and independent blind men and women will increase in proportion to the efficiency and thoroughness of this early training, and beggary and the sum of human suffering will diminish correspondingly.

Such is the scope and character of this new enterprise. The favor with which its announcement has been received by the leading newspapers of New England is already a powerful encouragement, and we trust that the community will be disposed to give it the support which it merits. It is hard to conceive of a more practical or less objectionable form of beneficence. It is based upon sound principles and aims at great results. May it commend itself to the reason as well as the hearts of those to whom much has been given, and who wish so to employ their trust as to make it produce the greatest good in the present and in the future.

Finances.

The report of the treasurer, examined and approved by the auditing committee of the corporation, is herewith presented.

It shows the finances of the institution to be in a satisfactory condition, and may be condensed as follows: —

Cash in hands of treasurer, general fund, Oct 1, 1882, . . .	$8,650 43	
Total receipts of the treasurer from all sources during the year, . .	100,128 99	
		$108,779 42
His total expenditures and investments, . .		106,055 11
Cash balance in treasury, ...		$2,724 31

To facilitate a thorough and minute examination of the expenses of the establishment, the treasurer's report is accompanied by an analysis of the director's account, which gives specific information in regard to the principal articles consumed, with prices paid. By this all items of expense may be seen at a glance.

Frugality and rigid economy have been practised in the administration of the institution, and no expense has been incurred which was not obviously required either for the efficiency of the school or for the health and comfort of the household.

In the management of the funds strict accountability has been invariably observed. All moneys are received by the treasurer, and paid out by him upon written requisitions of the auditors, who act in place of an executive committee. They scrutinize the accounts of current expenses at the end of each month, and not one dollar is allowed by them, except upon exhibition of a proper voucher.

We should do injustice to our feelings if we did not express our high appreciation of the valuable

services readily and gratuitously rendered both by the treasurer of the corporation, Mr. Edward Jackson, and the members of the auditing committee, Messrs. Samuel G. Snelling and James Sturgis.

We feel the need of larger funds for every department of the institution. We must look to benevolent and high-minded citizens for an endowment fund, which will yield a sufficient annual income for the wants of the school, and secure its independence permanently, so that it may continue to be second to none in the educational facilities which it offers.

Repairs and Improvements.

Although there has been a great deal done in the way of repairs and improvements during the last eight or ten years, still, both the internal and external condition of most of our buildings, especially the former, is yet very far from what it ought to be. Walls, ceilings, floors, windows, doors, staircases, all seem more or less out of order, and require constant and steady attention. Hence the work of renovation was again taken up during the summer vacation, and carried forward as many steps as the means at our disposal would allow.

The four cottages for the girls have been thoroughly attended to, and put in excellent condition. The plastering has been repaired throughout, the walls and woodwork painted in various

tints, the mantelpieces reset, and all defects carefully remedied, so far as they could be discovered.

In the main building about one thousand yards of plastering have been renewed, and the walls of ten chambers and three of the lower entries have been painted; while in one of the latter, the dilapidated doors and frames have been replaced by new ones of hard wood, and the entire hall has been wainscotted.

Moreover, the matron's sitting-room has been completely renovated, tastefully decorated, and made very comfortable and attractive.

Several other repairs and improvements of a minor character have been carried out with a view to increasing the conveniences, promoting the health, and securing the safety of the household.

The accomplishment of this work has cost the institution the sum of $3,461.76. This amount of money, like all others previously applied for the same purpose, was mainly spent for the mere preservation of the buildings from further decay and deterioration, without adding anything to the increase of the value of the real estate of the establishment.

Embossing Books for the Blind.

Thanks to the generosity of the friends and benefactors of the blind, the income of the printing fund has enabled us to carry on the work of this

department with the usual vigor and steady regularity, and to issue several new books of great merit.

Of the "Youth's Library," five volumes have been printed during the past year, which, added to the three previously embossed, make eight in all. Two more will complete the series. This work is of great importance to juvenile pupils; for, besides interesting them by the freshness and attractiveness of its contents while learning to read with the fingers, it furnishes them with a vast fund of useful information regarding the world around them, which is a valuable auxiliary in object-teaching.

A good-sized volume of biographical sketches of noted blind persons and the eminent pioneers in the cause of their education, together with those of such distinguished leaders of human thought as Socrates, Plato, Kant, and others, has been compiled from various sources and published in June last.

New editions of several books on our list have also been published, and in order to keep our sets of the New Testament complete, we have been obliged to reprint and electrotype the whole of the first volume.

According to the voluntary testimony of experienced readers residing in different sections of the country, the works issued by the "Howe Memorial Press" continue to be superior both in subject-

matter and in mechanical execution and durability to those printed elsewhere, while their cost has been greatly reduced.

The eagerness with which our pupils are waiting for new books to come out of the printing office, the zest with which they peruse them, and the vast amount of pleasure and knowledge which they derive from reading them, bear witness to the wisdom and benevolence of the patrons of the enterprise, who must be gratified by the thought, that they have contributed from their abundance to provide this inestimable boon for the blind of New England.

Work Department for Adults.

Owing to the depression which has generally prevailed in business circles, this department has suffered more or less in common with all industrial enterprises.

The receipts from all sources have amounted to $15,390.91, being a decrease of $289.95 from those of the previous year.

The expenses for stock, labor, rent of store, wages of employés, insurance and all other items have been $16,876.68.

The cost of carrying on the workshop, over and above the receipts, has been $556.27. Hence the loss to the treasury of the institution, compared with that of the previous year, has been decreased by $561.02.

There have been twenty blind persons employed to do the work, and the sum paid in cash to them, as wages for their labor, has been $3,579.34, or $21.47 less than in 1882.

This *résumé* of the accounts of the workshop shows that its operations have not been so extensive as heretofore, and that there is but little improvement in its financial status, which has been quite unsatisfactory for a long time.

It is highly desirable that the business of this department should be increased, in order that it may pay its expenses, and that its benefits may be extended to a larger number of meritorious and industrious persons, who are striving to keep away from the almshouse, and to whom the bread of charity is not palatable. It ought to have an income of its own. The scanty funds of the institution are too limited to supply the wants of the workshop. Indeed, they do not suffice to carry out other plans relating to the development of the school, which have been so often commended to the attention of the corporation and approved by it.

We earnestly recommend this beneficent branch of our institution to the patronage of the public. It is scarcely necessary to renew the assurance that the work is done faithfully and thoroughly, and that our charges are very reasonable.

Closing Remarks.

In summing up the record of the events of another year, we beg leave to say, that the school is moving steadily forward on the road of progress, that its work has been crowned with a reasonable measure of success, and that all the just expectations of its noble founder, and its generous and benevolent friends, have been realized to a very great degree.

We again extend a cordial invitation to the executive and council of the commonwealth of Massachusetts, to the legislature and members of the corporation, as well as to the chief magistrates and other officials of the New England states, and to all citizens interested in the education and welfare of the blind, to visit the institution as often as they can, and to see for themselves the condition of its internal affairs, the improvement of the pupils, and the benefits which they derive from the public aid afforded to them.

For further information relating to the details of the instruction of the blind and the modes of their training, we refer you to the report of the director, which is hereto appended, and which gives an account of the present state of the various departments of the institution, of the work that has been accomplished or inaugurated during the year, and of the harvest which is being reaped in this

most interesting field of beneficence and human culture.

All which is respectfully submitted by

FRANCIS BROOKS,
JOHN S. DWIGHT,
M. ENGELHARDT,
JOSEPH B. GLOVER,
HENRY LEE HIGGINSON,
EDWARD N. PERKINS,
JOHN C. PHILLIPS,
SAMUEL M. QUINCY,
SAMUEL G. SNELLING,
JAMES STURGIS,
GEORGE W. WALES,
JOHN H. WETHERBEE,

Trustees.

THE REPORT OF THE DIRECTOR.

To the Trustees.

Gentlemen:—A brief retrospect of the work and progress of the school during the past year, and an attempt to set forth its present wants and future prospects, and to touch upon such subjects as relate to the education of the blind, will constitute the materials of the report of the director, which I have the honor to present to your board.

Whoever seeks information regarding the nature, objects and condition of the institution, naturally looks for it in its annual reports. He cannot find it elsewhere. To meet this want, these documents must of necessity contain statements which are more or less repetitions of similar ones formerly made.

It is a great privilege to be able again to speak of the continued prosperity of the institution and refer to most of the events of the year with satisfaction.

The ordinary courses of study, music and industrial and physical training have been pursued with

undeviating regularity, and gratifying improvement has been made in all the departments of the establishment.

The pupils have prosecuted their several occupations with assiduity, cheerfulness and success. Their time has been divided as usual between the school-rooms, the music-rooms, the workshops, the gymnasium and the play-ground.

The teachers and officers of the institution have performed their respective duties in a way not only to elicit my approbation, but to merit and secure my gratitude. It is but simple justice and ungarnished truth to say that the prosperity and progress of the establishment are in a great measure due to their hearty coöperation, uncommon tact and discretion, and to their faithful labors.

The customary vacations during the year have given variety and rest to the scholars, relaxation and strength to the teachers, and the pleasure of change and home to all.

The advancement made by the pupils, the order which has reigned in the school, and the harmony and good-will which have pervaded the household, are highly commendable, while diligence in study, industry in work and practice, and readiness in attention to duty, have given an assurance of positive progress in knowledge, virtue and happiness.

The organization of the institution and all its internal arrangements and regulations are in per-

fect harmony with the requirements of the present time, and are calculated to promote the best interests of the blind. No clannish spirit, or a disposition to monkish seclusion is fostered by them. On the contrary, everything is done to arm the pupils efficiently for the battle of common, social life, and to inspire them with courage to contend resolutely, but generously, for their share of its duties, its responsibilities, and its blessings.

On the whole, the record of the year may be filed away among the annals of the past with the inscription, "Read, examined and approved." Nothing therein contained should be considered, however, as assuming that all has been done that might have been accomplished, or as lessening the obligation to attain better and higher results in the future. Such a notion would weaken the springs of activity, and render powerless the wings of progress.

Fifty-two years ago the field of the education of the blind in this country was of little promise. It was a mere wilderness. Shrubs and thistles grew on its borders, and literal barrenness was in the midst. But through the sagacity and tireless toil of Dr. Howe, who undertook its cultivation with the resolution of a pioneer and the enthusiasm of a devotee, it was transformed into a fresh and verdant garden, and its appearance now delights the hearts of the friends of humanity. While we rejoice with them at the close of another year in

the hope of its continued fertility, let us follow the steps of our noble Cadmus and strive to enrich its soil, and not only increase the quantity but improve the quality of its fruits.

Number of Inmates.

The total number of blind persons connected with the various departments of the institution at the beginning of the past year as pupils, teachers, employés and work men and women, was 165. There have since been admitted 23; 28 have been discharged; making the present total number 160. Of these, 140 are in the school proper, and 20 in the workshop for adults.

The first class includes 125 boys and girls enrolled as pupils, 11 teachers and 4 domestics. Of the pupils, there are now 108 in attendance, 17 being temporarily absent on account of bodily weakness or from various other causes.

The second class comprises 16 men and 4 women, employed in the industrial department for adults.

No applicant of proper age, of good moral character, and of average intelligence is ever refused admission. On the contrary, all who appear to be fit subjects for the school are promptly received on probation, and retained on the list of pupils or discharged after a fair and patient trial.

For many years past the number of male pupils has been considerably larger than that of the

females, and the preponderance of the sterner sex among the new comers was always noticeable. This order has of late been reversed, and the proportion of the girls to that of the boys admitted at the beginning of the present session is more than double; it is nearly three to one.

Health of the Household.

By attention to the immutable natural laws which govern life, by considering them as divine commands, and by obeying them as strictly as possible, we have endeavored to secure the blessing of health for our household. But with all these efforts, there has been, during the past year, an unusual amount of illness, first in the girls' department and afterwards in that of the boys, attributable, probably, to so protracted a season of steady cold weather as we had last winter, and to the prevalence of epidemic diseases in the city and the neighboring towns.

Among other minor ailments, there occurred in the cottages during the months of December, January and February two cases of pneumonia, three of erysipelas, and one of scarlet fever. On the appearance of the latter disease the most vigorous measures were taken to prevent its spreading among the pupils, and it was stamped out effectually.

For about a month afterwards the usual degree of good health prevailed in both departments ; but

in the middle of April, the measles broke out among the boys, in a light form, and all those who had not had the disease before, seven in number, were attacked by it. Soon the sanitary horizon of the school was clear again, and the preparations for the commencement exercises were completed without further interruptions.

In the midst of the pleasure and gratification which followed the striking success of the performances at our exhibition at Tremont Temple, a cloud rose to shadow our household. The assistant matron, Miss Virtiline Haskell, was taken ill on Sunday, the 10th of June. On Tuesday, her disease was found to be scarlet fever, of a malignant nature, and she was removed at once to the city hospital, where she received the most skilful medical aid and watchful care and nursing; but all was of no avail. She died on Wednesday night, June 13th, lamented by all who knew her amiable disposition, her devotion to the duties of her office and the welfare of the children, and her sterling qualities of character and heart. One of the scholars, who had gone to a friend's house to spend Sunday, was attacked, simultaneously with Miss Haskell, by the same disease. He soon recovered, however, as did also two others, who were taken ill immediately after the close of the school term and their arrival home for the summer vacation.

On the whole, in point of health, the past year

has been the most trying and unsatisfactory one since my connection with the institution.

I take this opportunity to express my deepest obligations and grateful acknowledgments to the superintendents of both the City and the Massachusetts General hospitals, Dr. George H. M. Rowe and Dr. James H. Whittemore, for the readiness with which they received such pupils as our medical inspector, Dr. Homans, deemed it necessary to send to them, and for the kind attention and considerate care which they bestowed upon them.

Before the beginning of the present school term, the drainage of our buildings was thoroughly examined by a sanitary expert for the second time during the past year, and was pronounced to be flawless.

Government and Discipline.

The government of the institution is parental in its character, and moral suasion is the leading principle in our system of discipline. No corporal punishment or harsh measures of treatment of any kind are permitted. The rules are as simple and reasonable as the necessities and exigencies of a family like ours allow them to be. They aim at the maintenance of strict decorum, which means proper conduct, good manners and becoming behavior, and are carefully observed. Further than this, nothing is required of the pupils, who are left to that wholesome liberty of action, which

is the leaven for the development of individual independence.

The members of the higher classes of the school are granted the privilege of self-government. They are neither marked, nor reprimanded or reproved, but are expected to comply with the rules and regulations of the establishment, and to conduct themselves like young ladies and gentlemen. If they fail to do so, they are classed with the younger children, and treated as such, until they redeem their character and regain their rank.

This system of self-discipline by the pupils is rather a gradual evolution than a new and sudden departure from existing methods. Its chief object is to raise the standard of self-control and reliance, and build up an atmosphere of manhood, womanhood and truth. So far it has worked wonderfully well, and my faith in its beneficent effects is so unbounded that I earnestly trust that we shall soon be able to extend it to some of the lower divisions of the school.

Plan of Operations.

Our general system of education and training has been pursued with such alterations and improvements as experience seemed to suggest and progress to require. But, as in the fundamental principles of our plan, so in all the changes and modifications of its methods, the main aim and end is to secure for the blind better physical, intellect-

ual and social advantages than they have hitherto enjoyed. The prime object constantly kept in view is to lessen their sense of dependence and strengthen their feeling of self-respect ; to call into play those faculties which are necessary for self-guidance, and to develop such powers as are indispensable for self-support ; and, lastly, to give to all individuals that freedom of action which generates and fosters self-reliance, and the largest possible liberty, conditioned only on the observance of the rules of the establishment and consistent with the order of the household and the rights of others.

This system is carried on in the various departments of the institution, which are to its organic force what the brooks and upland springs are to a great river. We shall notice each one of these more in detail hereafter.

These departments have been conducted in a quiet and unostentatious manner; and, although there is undoubtedly much room for improvement in the quality of their work, as well as in the means and methods of performing it, yet what has been accomplished is on the whole satisfactory and very creditable to those who are employed in them. As a rule, whatever degree of excellence is attained in any of the branches of the establishment is not considered as a final triumph, but only serves as a vantage-ground, from which to survey

the whole field of operations and discover still further improvements to be made.

Literary Department.

During the past year the results of this important department, which constitutes the foundation of our system of education, have been exceedingly satisfactory.

There has been a marked improvement in the ethical and intellectual atmosphere of the school, and the continual adoption of rational and progressive methods of instruction has kept on a constant advance all along the line in the several branches of study.

The prominence given to teaching objectively, of which mention has been made in previous reports, has been fully sustained, and the merit resulting therefrom is of a higher order than ever before. In this connection the classes in botany, physiology, zoölogy, geography, and even arithmetic, deserve special praise.

The study of natural history by means of the use of specimens and models is of prime importance everywhere, but especially in a school like ours; and I am exceedingly glad to notice the enthusiasm manifested in this department by both teachers and pupils. The additions recently made to our collections of tangible objects and apparatus have perhaps aided to refresh and strengthen this tendency.

The matter and methods of instruction have, as a general rule, been adapted to the capacity of the learners. No fetters of any kind have been imposed on the minds of the children. Independent and glad effort has been invariably stimulated.

The pupils have been made to understand, that their improvement depends upon their application, and that labor is still, and ever will be, the inevitable price set upon everything which is valuable. They have been taught to work with a purpose, and wait the results with patience. The spirit of industry, embodied in the daily life of the scholars, will gradually lead them to exercise their powers on objects external to themselves of greater dignity and more extended usefulness.

All available measures have been taken to increase the vital sap and suppleness of fresh life in the school, and to prevent it from running the risk of becoming petrified. As a consequence, there has been an earnest desire for improvement in intellectual pursuits, a thirst for useful knowledge, a hunger for mental stimulus of a powerful kind.

Special efforts have been made to suppress the tendency to cram. This process, like a noxious weed, not only sterilizes the soil of the mind, but has a moral taint fostering ostentation and conceit. It is quite as likely to make pupils flippant as fluent, confounding gabble with smartness. It is multiplying Shakespeare's "knave very voluble,"

while better methods would, in Isaac Taylor's phrase, "put flippant scorn to blush."

The results of the progress made by the pupils during the past year are very apparent in the more general development among them of the power of observing carefully and thinking understandingly concerning that which has been studied. Among the most hopeful signs for the future is the fact, that the school has become a field, in which the teachers are themselves making various improvements and helpful discoveries in the true work of education, instead of contentedly following the traditionary and venerable customs of the past.

Much of the refinement of manner and nobleness of purpose with which visitors to the institution are impressed, is due to the rare qualities of head and heart of the instructors. They are loyal to right and duty, are moved by high moral considerations, and possess that indescribable charm which comes from native worth, gentle breeding and nice culture. The more quiet and peaceful the school appears to the observer, the greater the evidence that it is a constant and ceaseless care to the teachers. If he notices no friction, it is because they are such skilful engineers. If he sees no machinery, it is because they make it run so smoothly. If he finds pleasant light and genial warmth in the class-room, it is because they keep the lamps of cheerfulness and the fires of patient endeavor burning steadily.

To the careful planning and unwearied labors of the teachers we are chiefly indebted for the very unique and beautiful exhibition in connection with the commencement exercises held at Tremont Temple on the 5th of June last.

One of the young ladies, who, having completed their course of studies, received diplomas on this occasion, Miss Julia E. Burnham of Lowell, has since passed the requisite examination successfully and entered the State Normal School at Framingham, in order to qualify herself as a teacher for seeing children. Our graduates generally compare very favorably with those of the high schools and academies of New England. As a specimen of the thoroughness of their training and the character of their literary attainments, I venture to copy herewith *in toto* the brief but excellent valedictory address, prepared and delivered by Miss Lenna D. Swinerton of Danvers: —

"Before saying the reluctant yet hopeful farewell, those for whom we speak are reminded of the great debt due to our educational benefactors. Mere words cannot cancel it; and yet, on this occasion, we have nothing else to offer. So please accept words as gratitude's promissory notes, payable in that specie possessed by every individual — namely, the best that he or she may do and be; your aim in educating us having been to raise such specie to the standard value.

"To His Excellency the governor and the legislature of Massachusetts, and to the corresponding representatives of the other New England states, we tender our sincere thanks for

their generous and unfailing support of this special public school.

"To our board of trustees we express our gratitude for their hearty sympathy and coöperation with each step of our school progress.

"To our director and teachers we owe more than we yet realize, but we are deeply grateful for their unceasing faithfulness and forbearance.

"Schoolmates, though henceforth our paths diverge, our interest in the coming kindergarten — childhood's Aurora — and in all that is noble and beautiful, will ever be one and the same.

"On the hill where Washington
Viewed the foe from Boston flying,
By his vigilance outdone,
Stands our school to-day dispelling
Ignorance and want, its dower,
Record of a great conception, —
Giving us what made the nation,
Freedom from a tyrant's power.

"Leave we now our places here,
Fare-thee-well and flourish ever,
As from these whose constant care
Makes thee what thou art, we sever,
This our constant aim shall be,
To live worthy of thy teaching,
Virtue's fragrant flowers wearing,
Growing in activity.

"Farewell to thy household dear!
Joy with grief combines at parting.
For as children seek the cheer
Of the mother's smile and blessing,
Ere they launch where life's seas swell,
So for thine we ask and linger,
Comforted if thou canst answer,
'Go approved,' 'God speed you well.'"

A few days after our annual festival the principal teacher of the boys' department, Miss Julia Roxana Gilman, sailed for Europe for the purpose of travel and recreation. Our entire community joined in wishing her heartily a prosperous voyage and delightful stay abroad. But, great as was the interest manifested in her journey and its pleasures, her happy and safe return home was greeted with genuine joy and most cordial congratulations.

There has occurred but one change in the corps of teachers during the past year. Miss Annie E. Carnes, a young lady of great ability and uncommon industry, resigned at the close of the last term, and Miss Frances B. Winslow of Brewster, a graduate of the normal school at Bridgewater, was appointed to fill the vacancy.

The present session of the school has commenced under the most favorable auspices. After the rest and relaxation of the summer vacation, both pupils and teachers have returned promptly to their work, and have entered upon their respective duties with their accustomed earnestness and zeal.

Music Department.

Plutarch says that "music is something so superior, so divine, so great, — something so beautiful and so sublime, — that our fathers were right in holding it in high estimation in education.' In the case of the blind these words of the Chæronean philosopher and historian may be applied with

and improve the advantages offered by our music department, and the thoroughness of its work and the efficiency of its training can be easily judged by its fruits. Our graduates continue to be very successful in their vocations as teachers of vocal and instrumental music. Their instruction is sought after in the various communities where they establish themselves after leaving the school, and they are generally regarded as reliable and faithful ministers of their art.

The numerous opportunities of hearing excellent music afforded in so friendly a spirit by those who have the direction and management of our best concerts, oratorios, operas and recitals, have been as generously and munificently offered as heretofore, and the visits of artists to our establishment have continued from time to time to delight its pupils. To those among them who have more than ordinary taste and talent for music, these external advantages are of as much importance as the thorough instruction which they receive at the institution; for they introduce them into the higher spheres of art, and enable them to appreciate and enjoy the masterpieces of the great composers, interpreted by eminent artists and by well-drilled orchestras and choruses.

For these most valuable contributions to the musical culture and artistic refinement of our scholars, our warmest thanks and grateful acknowledgments are hereby tendered to their kind

friends and liberal benefactors, whose names will be given elsewhere. Perhaps it will be gratifying to them to know, that nowhere in the whole civilized world do the blind enjoy one-half the benefits which are so freely and cheerfully bestowed upon those of New England by the musical societies and organizations, and the distinguished artists of Boston.

While I was finishing this paragraph, a letter came to me from one of the ablest and most noted musicians of Boston, Mr. William H. Sherwood, who has for many years taken a deep interest in the welfare and progress of our scholars, and whose exquisite performances on the pianoforte have many a time delighted them. From this note I take the liberty of copying the following extract as an illustration of my statement: "Several of my most advanced pupils will be glad to play at the institute this winter. Mrs. Sherwood and I will also play, if you desire it. Will you please send me the choice of evenings?"

Tuning Department.

This department is eminently a practical and useful one, and constitutes a very important branch of our system of training the blind for the remunerative occupations of life. It infuses a new spur and stirring motive into their activities, and opens to them a field of congenial and lucrative employment.

The number of pupils who have received instruction in tuning pianofortes during the past year was thirteen. Two of these — Benjamin F. Parker of Nashua, New Hampshire, and William P. Garrison of Vernon, Michigan — graduated at the close of the last school session, and are exceedingly well qualified both in the theory and practice of their art, so as to turn it to advantage and render it profitable to themselves and serviceable to the communities in which they live.

Increased attention and care have been bestowed upon this department, and the modes of training therein pursued have been as thorough and systematic as heretofore, while the mechanical appliances and tangible apparatus have been kept in excellent condition.

The pianofortes in the public schools of the city of Boston, one hundred and thirty-two in number, have been entrusted to our charge for another year, on the same terms as the last. Our tuners have taken such great care and pains to do their work promptly and to the entire satisfaction of the music teachers employed by the city, and of all competent judges, that not a word of complaint or unfavorable criticism has been breathed from any direction. This contract is a strong endorsement of our graduates, and a high recommendation of their skill and ability, silencing effectually the base aspersions and sneering insinuations of unscrupulous rivalry, and for its seventh renewal we are

under lasting obligations to the fair-mindedness and sense of justice of those members of the school board who have charge of the matter.

The services of our tuners continue to be steadily sought everywhere, and the patronage extended to them by some of the best and most intelligent families of Boston is constantly on the increase. During the past year the earnings of the tuning department amounted to $1,789. Of this sum, only a small fraction, — $65, — remains to be collected, the balance, $1,724, having already been paid to the treasurer. Besides the young men who are regularly employed to do the work on the pianofortes belonging to the public schools and on those of our customers, several of the present pupils are called on from time to time to assist them. These, in addition to the practice which they gain, receive pecuniary remuneration for their services, which in many instances is of great help to them.

About a score and a half of our graduates, who have been trained in the tuning department, and have left the school during the last ten or twelve years, are scattered all over the country, from the Atlantic to the Pacific, and the majority of them are doing exceedingly well and are quite prosperous. Two, Orville C. Cadwell and William C. Bolles, are employed by a music firm in St. Paul, Minnesota, at a salary of $600 per annum apiece. Three, Henry E. Boesch, Edward E. Ware and

Eugene A. Bigelow, are working very advantageously and successfully in Cleveland, Ohio. One, James H. Stirling of Providence, Rhode Island, has been employed by a piano concern in his native city. Charles F. Spencer of San Francisco, California, Charles W. Lindsay of Montreal, Canada, Arthur Andrew of Willimantic, Connecticut, John Vars of Newport, Rhode Island, William A. Severance of Lewis, New York, John N. Marble of Fitchburg, Henry T. Bray of Boylston, and others, are either pursuing their calling as tuners, or dealing in various musical instruments in their respective places, with great profit and excellent prospects of improvement. The rest are settled in Boston, Worcester, Lowell, Lynn and elsewhere, supported by their own exertions, and seconded by the encouragement of their friends and the good-will of their neighbors.

This list, hastily made up from memory, without any reference to the records of the institution, is far from complete. It may be considered as a simple memorandum, or mere skeleton. But, imperfect as it is, it gives some idea of the nature of the work of our tuning department, and of the quality of the harvest which is being reaped on the fertile field of its practical usefulness.

Technical Department.

A part of each day has, as usual, been devoted by the pupils to handicraft. Both boys and girls

have repaired regularly at fixed hours to their workrooms, where they have been systematically taught a simple trade and the manipulation of materials of different kinds.

This practice is of immense importance to the blind in an educational, as well as in an industrial and sanitary point of view. It trains them to habits of regularity and activity, the value of which is readily seen in contrast with the feverish listlessness of idle hours and vacant thoughts. It gives them elasticity and dexterity in the use of their fingers, and thus it prepares them for a career of usefulness, and for doing something at least towards earning their own livelihood.

There have been no changes made either in the general principles or in the details of the management of the industrial department, and an examination of what has been accomplished in each of its two branches during the past year, will show that its affairs have been conducted with fidelity and with good results.

I. *Workshop for the Boys.*

Most of our male pupils have been regularly employed in this workshop, and have been taught the usual trades with more or less success, the degree of which is determined by the energy and natural aptitude of the learner.

The acquisition of a fair amount of skill and perseverance in the pursuance of handicrafts has

been insisted upon as a helpful auxiliary in every undertaking. Moreover, attention, application, accuracy, method, punctuality and despatch have been invariably required of all the apprentices as the principal qualities, which are indispensable in the efficient conduct of business of any kind. These at first sight may appear to be small matters; and yet they are of essential importance to the happiness, well-being and usefulness of mankind. They are trivial things, it is true: but, as Smiles observes, life is made up of comparative trifles. It is the repetition of little acts which constitutes the sum of human character.

Some of our older pupils, who will have to depend wholly upon the labor of their hands for their support, are permitted to devote during the last year of their tuition a great portion of their time to mattress making and to the upholstering and repairing of parlor furniture. For a thorough practice in the first of these trades they are placed under the immediate care of one of the experienced journeymen in the workshop for adults.

II. *Workrooms for the Girls.*

A high degree of activity has prevailed in these rooms, — which have at all times the appearance of a hive of cheerful workers, — and much has been therein accomplished which is very creditable both to the ingenuity and taste of the principal teacher, Miss Abby J. Dillingham, and her

assistants, and to the assiduous industry of the pupils.

Owing to the limited demand for bead work, less care has been bestowed upon it, and more upon sewing and knitting by hand and machine, upon crochetting, cane-seating, hammock-making, and manufacturing a great variety of articles of fancy work.

In addition to the instruction which our female pupils have received in the workrooms, they have also been regularly trained in such domestic occupations as seem to come within the special sphere of a housekeeper. On this point unrelaxed insistence has been laid, and whatever may be the attainments of our girls in literary and musical pursuits, a practical knowledge of household duties and of provident economy has been considered as one of their most prominent virtues and useful accomplishments. Darning and patching, washing dishes and polishing knives and forks, setting the table and dusting furniture, sweeping rooms and cleaning floors, peeling potatoes and doing all things of this sort, may be foreign to the regions of silly fashion, and excluded from the education of children born in the dominions of wealth; but they are essential elements and important factors in the welfare of every family of moderate means, and should under all circumstances receive due and undivided attention in a school like ours.

Department of Physical Training.

Of the children annually received at this institution many are of slender frame, enervated constitution and frail health, and none are so robust and hardy as the average of seeing youth, or can equal them in resolute, persevering, hard work. This is in most cases probably owing to the want of early rigid discipline, but it is still more due to lack of bodily vigor and activity.

Be the causes what they may, however, the fact remains undisputed, that the blind as a class have not only to struggle against the barriers imposed upon them by the loss of sight, but moreover to contend against consequent inferiority in physical health and stamina. Hence no system of education can be regarded as efficient or even suitable for them, unless it includes ample provision for securely preparing the groundwork upon which the temple of intellectual achievements and moral excellences is to be built.

In this institution a system of physical training, consisting of free gymnastics, calisthenics and military drill, has been carried on with the usual energy and regularity, and I venture to affirm, with the facts before me, that during the last four years there has been a marked improvement in the symmetrical growth, as well as in the appearance and disposition of our pupils. Their muscular system is stronger, their carriage more erect, their

limbs are firmer, their lips fuller than heretofore, and even the bloom of their cheeks is in many instances flushed with faint vermilion. By means of the military drill especially, some of the most awkward peculiarities of blind youth, such as a heavy use of the feet, a stooping gait, arms stuck out from the side, and an uncertain and irregular movement, have been perceptibly corrected. In brief, the exercises in the gymnasium, added to the sports and frolic in which the pupils engage spontaneously in the open air during recesses, have in general given tone to the body and animation to the mind, vivified the circulation of the blood, promoted digestion and the process of assimilation and waked up the whole being.

But although the results so far attained in this vital department of our system of education are quite satisfactory, yet there is still room for greater improvement and richer harvest. There should be a decided increase in the variety and attractiveness of the exercises, both in the gymnasium and out of doors, and an eagerness and enthusiasm on the part of those who practise them. Our pupils must constantly bear in mind the fact, that, unless systematic physical culture is vigorously pursued and persistently carried out to such an extent as to lessen their organic weakness, raise the standard of their strength, improve the capital stock of their nervous force, and bring them out hale, sound, and well built, all efforts for intellectual development

and professional acquirements will prove at the end futile and unavailing. No lasting monument was ever erected on a foundation of shifting sands and decaying timbers.

Give us a Kindergarten!

> Children are God's apostles, day by day
> Sent forth to preach of love and hope and peace.
>
> Lowell.

It has been previously stated in these reports, that much as has already been done for the amelioration of the social and moral condition of the blind, the system of their education is not as yet complete. A vital element is still wanting for its perfection. The soil in which its first roots are planted still needs to be tilled and carefully prepared. There is no present provision for the instruction and training of little sightless children between the ages of four and nine. If they remain at home, they seem doomed to idleness and inertia, left to bask in the sun in summer and to hang over the fire in winter, passing through the tenderest period of their life without any discipline or direction. The early practice of Dr. Howe of receiving them under the roof of the institution and bringing them up with older youth, has been necessarily discontinued by the rapid growth of the school. There is scarcely room enough in it now for the development of its own legitimate plans and the full growth of its departments.

Hence the organization of a separate establishment devoted to the education of the smallest blind children is not a mere desideratum: it is a grand want and an imperative necessity.

To secure this, the most valuable, although the lowest round in the ladder of our system of instruction and training, an earnest and energetic appeal was made a year ago to the public for the foundation and endowment of a kindergarten, and the lapse of time only makes the project seem more important and indispensable.

Whenever we reflect, that whatever good or ill we see in the active world around us was cultivated in the nurseries of a generation ago, we can scarcely exaggerate the importance of a little child. In him is folded up, as it were, the hope of posterity, just as the future pride of the forest is enclosed in a tiny acorn. As Richter says, "The clew of our destiny, wander where we will, lies at the cradle-foot." But the little creature, the incipient man or woman, is in our power. The opening intellect, the budding feelings and capacities and the dawning conscience are committed to our care; and the child, in all his vast relations, will largely be just what we make him. We hold in our hand the seal with which the soft, ductile, impressive wax of infant character is to be moulded.

Educated our children must be, whether we will or not. Whether we think of it or not, we are

forming them every day. By our speech and by our silence, by our looks and by the tones of our voice, by our habits and peculiarities, by our conversation with each other, by our companions, by every incident which our little ones witness, they are swiftly and surely trained to what they will be hereafter.

It is of vast importance therefore to adopt the right principles of education for all children as soon as they begin to notice things around them, and to protect them by watchful care and parental solicitude from all moral infections at the time when lasting impressions are made either for good or for evil, and when character is first taking form. But this necessity is immeasurably greater in the case of those among them upon whom the hand of affliction and misery is heavily laid, and to whom no day of hopefulness returns with the seasons of the year.

It is beyond doubt that the souls of these tiny human beings have in them something of that cloud of glory of which the poet sings. No matter how hideous and unclean their lives may be, they have susceptibilities that can be touched by the magic wand of kindness and beauty. They have hearts which can be reached by the radiance of love and sympathy. Like all other children, they are blessed with the germs of mental faculties, natural aptitudes and moral excellences, which can be fostered by culture and brought to

fruition by training. But, born for the most part in the folds of misery and vice and the by-ways of ignorance and depravity, and cut off in so great a degree from communion with the external world, they are the prisoners of wretchedness and the stricken lambs of the human flock. The enjoyments of childhood, the pleasures of life and the comforts of home are utterly unknown to them. Not a glimmer of gladness enters the dark chamber of their isolation, not a breath of happiness lightens the heavy pressure of the iron veil of their calamity. There is no affectionate sympathy enveloping them in its ample mantle of charity, until, with love's searching lens, some saving germs can be found and nourished. Their environment is pregnant with pernicious influences, which stunt their natural growth, and produce such physical peculiarities, intellectual distortions and moral deformities, as no amount of skilful training in later years can eradicate. Thrust out of sight in ill-ventilated and unhealthy quarters, or crowded into the street, abandoned to negligence and rust, or kicked and cuffed and driven about, these unfortunate children tread with weary feet and wasted strength their thorn-strewn path of early life through the midst of indigence and distress, want and privation, sorrow and suffering. The bread they eat, the air they breathe and the talk they hear, are all either injurious to their health or poisonous to their character. The foxes in their

holes, the birds in their nests and the insects in their habitations have far better care and guidance than these little human forms. When I think of the dens in which most of them are housed, and of the squalid dwellings in which they are herded, without furniture, without clothing save a few rags for decency, and with a very limited quantity of unwholesome food, sufficing only to maintain a dwarfed existence, — and compare them with the homes of the rich, with satin and velvet for their soft seats, and costly, warm carpets and hangings and wasteful profusion of luxuries, and fires and bright lights, with books and pictures and perfumes, and pure air and spring water, and cleanliness, and all that the others lack, — oh! I cannot but wonder at the magnitude of the inequality, and I feel compelled to raise my feeble voice, and, in the name of humanity and eternal justice, to ask a fair and prompt cure for some of its most striking features at least.

The remedy for this palpable injustice, and the salvation and future welfare of these children, who, in the words of Richter, unfortunate as they may be, are "nearest to the throne of glory, as the smallest planets are most approximate to the sun," are to be found exclusively in the immediate provision of means and measures for their early care and systematic training. They should be speedily removed from their surroundings and placed under the most genial influences and thorough cultiva-

tion. It is by this means that the seeds of good qualities in them are to be vivified and germinate before the ground is given to weeds and tares. It is this that will prevent their humble talent from being buried in the depths of helplessness, or becoming rotten in the marshes of abuse or in the morasses of indulgence. It is this, more than anything else, that will kindle in them that sacred spark which illumines life with beauty and lights the flame on every altar where man sacrifices his baser instincts to lofty ideals. It is this alone that will develop and strengthen the wings of dignity and self-respect, so as to enable them to out-soar the enduring darkness of affliction and the distressing atmosphere of pauperism. Energetic husbandry in the spring brings good fruition in the autumn. We can hardly expect to see a perfect tree if we let the twig get warped and twisted at the outset. By raising these little waifs from a state of sloth and torpor to one of comfort and diligence, by teaching them by precept and example to love truth and uprightness of conduct and to hate falsehood and deception, and by instructing them in habits of industry and cleanliness, we shall engender in them a spirit of self-reliance and independence, and a feeling of respect for others, lay the foundations of sterling manhood and womanhood, and turn the whole current of their lives in the right direction. The blind persons whom we see occasionally in the streets of our large cities

with a placard on the breast heralding their misfortune, and with a forlorn little dog for a guide, deeply touch the hearts of the passers-by, and the pennies drop into the basket held in the poodle's mouth at no slow and niggard rate: but at the same time their presence reflects very unfavorably upon the wisdom of our social economy, and attaches a disgrace to our civilization; and I know of no measure which will help more effectually to erase these blots and create a new era of advancement and happiness than careful education and thorough training during the first four or five years of the lives of these infants, which are now either wasted or, what is worse than this, given to the devil and his ministers.

The difference between the neglected and the educated sightless child is almost incredibly great. While the former "wends his way" through life like an unkempt creature, the latter, gladdened by the genial warmth of knowledge and fitted for the discharge of duty and general usefulness, takes his station as a member of the human family, contributes his share to the common weal, and enjoys the privileges and fulfils the obligations of citizenship, thus forming an integral part of society. The crowning of all these inestimable advantages is that the clouds of night folded round him no longer render his existence unhappy. For a cultivated mind is not dark and gloomy because the light of the sun and of the stars is shut out from it;

but, like the fabled cavern, it glows with the gems which adorn it within.

For the accomplishment of this grand end, and the attainment of such valuable results in the largest possible number of cases, a primary school for little sightless children should be at once established. As there is not room for it on the premises of this institution, and, moreover, as it is not desirable on many accounts to locate it here, it should be placed in Dorchester, Roxbury, Jamaica Plain, or elsewhere within three or four miles of the state house. It should occupy a lot of high and well-drained land, in a healthy and pleasant situation, comprising five acres at least. It should be organized on sound progressive principles, and controlled by a board of trustees consisting of the most disinterested and public-spirited citizens of Boston. Its aims and purposes should be clearly defined, and there should be nothing eleëmosynary either in its title, charter, rules or regulations which might compromise its educational character. Its permanent existence and entire independence of political or sectarian influences should be secured and guaranteed by an endowment fund of $250,000, and its doors should be wide open to all little sightless children of whatever station and condition, and to a limited number of seeing ones, who would serve as their associates, playmates and companions. They should be kept until the age of twelve, and taught and trained objectively

according to the rational and philosophic methods developed in Froebel's kindergarten.

This system is admirably suited for the instruction of blind infants, containing, as it does, within itself the power of awakening an inner force compelling them to manliness and righteousness, and of counteracting morbid feelings and peculiarities flowing from the loss of sight. It is founded on the broad principle that the highest type of humanity which education can produce is to be attained by the equal and simultaneous development of every faculty. It provides for the nourishment of each root of the character in its earliest stage, on the ground that all are indispensable to a noble and perfect growth. It seeks to create in the child whatever tends to unify him in every direction of his evolution. Unity is the fundamental thought which pervades the system. It is the main stay of the whole structure. Everything rests on it, proceeds from it, strives for it, leads and returns to it. The real difference between the kindergarten and the ordinary schoolroom is in the spirit, not in the methods. In the one, the order is made and the work mostly done by the pupils themselves ; in the other, by the teachers. Froebel does not treat children as parrots, who are to be made to perform certain tasks and to acquire such and such tricks, but views them as creatures of infinite capability for doing and learning, whose own instincts and desires

must be turned towards the things that we deem desirable. The standard of this system is not one of attainment for a given age, but of the full and perfect development of humanity. Its games, while they doubtless are a source of amusement to the children in school, are also the tools, so to speak, to aid the teacher in her labors. Attention, accuracy, quickness of invention, a sense of harmony, fertility of imagination, the love of construction, and the first principles of reasoning, are taught by means of the gifts or simple toys, while nicety and dexterity of handling and pleasure in active exertion are promoted by every exercise. The peculiarity of the kindergarten is, that the play is invariably turned to a useful account. Through its instrumentality slumbering faculties are to be aroused, drowsy inclinations to be enlivened, and the power of reflection cultivated. In this system there is no end of learning, no acme of perfection. Moreover, Froebel is never weary of repeating that man must not only *know*, but *produce*, not only *think*, but *do;* and that the capacity for work must be fostered in early life, side by side with the faculty of observation and comprehension, before the memory is burdened with words and symbols.

These habits, valuable as they may be, are only a part of the choice fruits of the kindergarten. Nor is the training thereby obtained directed solely, or even principally, to the mind. It takes the child's whole nature, aiding its expansion

physically and morally, as well as intellectually. The rhythmical movement, the marching and singing, the play and the merriment, all contribute to health. They improve the senses, increase the muscular strength, and make the limbs supple and the heart cheery.

Moral culture is also carried on through the habit of strict obedience under a gentle law. Froebel appeals to the higher nature of little human beings, to their generosity, their sense of right, their devotion to truth, their appreciation of goodness and self-sacrifice, in the most effective and practical manner. The ordinary dogmatic method pursued in the common schools is far inferior to his. The one orders conduct, the other cultivates motives. The one teaches catechisms to little children, the other sharpens their mental vision to see beauty and goodness, and leads the soul heavenward. The one uses habit, — the great power of education, — as an outward restraint, the other as an inward regulator. The one disapproves of a lie as much as the other; but the latter brings intellectual tendencies and associations to aid the moral precepts and makes clearness and precision so essential to the pupil's daily enjoyment of his occupations and diversions, that all the channels to untruth, such as exaggeration, confusedness of mind and incorrectness of speech, are cut off. So far as the child's horizon extends, he perceives distinctly and speaks plainly,

and this atmosphere of intellectual veracity in which he lives is promotive of the growth of moral rectitude.

The average intelligence and mental activity of children taught in the kindergarten is infinitely superior to that of pupils who enter primary schools without such training. The former are more or less accustomed to exert themselves in the search for information, and prepared to advance more surely and steadily than the latter. They generally perceive things accurately, seize ideas rapidly and definitely, illustrate readily, work independently, and express their thoughts with correctness and fluency. To persons bereft of sight Froebel's system promises even higher and richer results than these. It affords them unequalled facilities for gaining an adequate conception of forms of various kinds and rare opportunities for the practice and refinement of their remaining senses, especially that of touch, which is their chief reliance for the acquisition of all concrete knowledge, and consequently the most important factor of their education. Above all, and with infinitely greater force than all, the drill obtained through its exercises so early in life, under such genial influences, will save many a blind child from dwindling and becoming dwarfed, and will prove a valuable auxiliary for future achievements. It will help to raise the standard of attainments in this school to a higher plane, to enlarge its curriculum so as to in-

clude the study of sciences and languages, and to increase and extend still more widely the sphere of its general usefulness. A great part of the time which is now necessarily spent in mere primary routine work and elementary training, can then be devoted to the pursuit of advanced studies, both in the literary and musical departments, and to a thorough preparation for a professional or other calling. Moreover, the path up the steep hill of knowledge will start from the lowest point and be a continuous one to its summit. There will be no chasms for the tender feet to leap, no precipices for them to scale. Thus there will be a positive and most significant gain at both ends, which will in some measure pave the way for the solution of the great problem of the higher education for the blind and their thorough equipment for the struggle of existence.

So far as our pupils are concerned, the great and lasting benefits of the kindergarten system are not imaginary. Nor do they rest upon mere speculation or *a priori* reasoning. They are real, substantial, tangible, gathered in the field of experience and confirmed by the test of time. Froebel's wonderful methods have been introduced and practised in our school for the last three years, and their results have been truly marvellous. Children whose faculties had been weakened and enervated by unwise indulgence or benumbed by the frost of privation, and who, sinking gradually into slug-

gishness and feeble-mindedness, were averse even to locomotion and unable to do anything elsewhere, have made remarkable advancement under its influence. Boys and girls who seemed entirely helpless and had no command whatever of their hands, have been roused to energy and activity by its agency. Through the simple but lively and attractive occupations of sewing, stick-laying, weaving, cube building, moulding in clay and the like, they have acquired a great degree of muscular elasticity and manual dexterity, which is of infinite assistance to them in deciphering the embossed print easily, in writing their letters skilfully, in tracing on the maps with alacrity, in examining objects intelligently, in stringing beads promptly, in using their needles deftly, in tying the strings of their shoes neatly, and, moreover, in doing readily a number of other things which they would have felt unable to undertake without this training.

These effects are succinctly but graphically described in the October number of the Wide Awake by Miss Emilie Poulsson, a graduate of our school and a teacher of broad culture and uncommon talent. Her excellent account of the "blind children's kindergarten," beautifully illustrated by the artistic hand of Miss L. B. Humphrey, and teeming with points in which the necessary faculty of judicious criticism is tempered by sympathetic feeling and keen insight blended with unfailing discrimination, is so interesting and so exhaustive,

that I take great pleasure in reprinting it as an appendix to this report, by the kind and courteous permission of Messrs. D. Lothrop & Co., publishers of the magazine.

Those of our pupils who have tasted the fruits of the kindergarten and have learned to appreciate their value and importance, have become so infatuated with it, that they are most eager to secure its blessings permanently for their smaller brothers and sisters in misfortune. To this end they labor incessantly, unswervingly, enthusiastically. As the sudden termination of the last school session thwarted the plans and preparations of our girls for giving a concert in one of the neighboring towns at their own risk for the benefit of this enterprise, they have determined to make up the loss in various other ways. The members of the third class especially, who furnished most of the incidents related in Miss Poulsson's article, have shown an exemplary perseverance and touching devotion in this direction. One of them, Fanny E. Jackson of Bridgewater, twelve years of age, raised $5.30 for the "blind children's kindergarten," by taking care of a baby and washing dishes during the summer vacation. Another, Mary Callahan of Palmer, earned a smaller sum by scrubbing floors and making wool mats. A third, Mary Meleady of East Boston, sewed pieces for a bedquilt, thereby earning one dollar for the same purpose. Several others have endeavored to help the cause to

the best of their ability, and have raised money to contribute to its furtherance either by taking care of infants and cleaning kitchen and table utensils, or by bringing the matter to the notice of their neighbors and soliciting subscriptions from their friends and acquaintances. The most striking feature of this juvenile movement was its spontaneity and the enthusiasm of the little workers. To be sure, the amount of money raised through their exertions is small, very small indeed, — only $11.55; —but the earnestness of their efforts is full of pathos and significance. It tells the whole story so eloquently and persuasively, that in its light all mere arguments in favor of the project seem pale and flat by comparison. Moreover, it shows to those who roll in the abundance of riches, that "sweet mercy is nobility's true badge."

> "Who does the best his circumstance allows,
> Does well, acts nobly; angels could no more"

May the small sum raised in the spirit of true love and self-denial be like leaven to the generous contributions of the wealthy, and render them the bread of life for hungering humanity!

In view of these facts and in consideration of the beneficent and far-reaching aspects of the plan, it will easily be seen, that a well-fitted and sufficiently endowed kindergarten will be to little sightless children what the light of the sun and the dew of heaven are to tender plants, — a source of life and

growth and power, a flame dispelling the clouds of darkness, a fountain of happiness and strength, a radiant centre of illuminating force, helping them to out-soar the shadows of their night. It will prove an armory from which they will draw the most effective weapons to fight the battle of life successfully. It will be a psalm of their deliverance from the clutches of misery, a hymn to the dawn of an era of freedom and independence, a benediction on the benevolence of our age. To those who aid it to spring into being, such an institution will be a monument of enduring fame, reaching to the stars, yea, to the great white throne itself, studded on all sides with the gems of the lives of honorable men and women saved from the stagnant pools of vice by a kind hand reached out in season.

Scores of little children are now virtually waiting to partake of the benefits of such an establishment. They are famishing for the intellectual and moral food which it promises to supply to them. Plunged in a sea of ills, they stretch their helpless hands towards the shore, calling for a life-boat, and I almost seem to hear them speak in the language of the poet, and say, in mournful accents of supplication, —

"Save us! save us! woe surrounds us;
Little knowledge sore confounds us;
Life is but a lingering death.

Give us light amid our darkness;
  Let us know the good from ill;
Hate us not for all our blindness;
Love us, lead us, show us kindness,
  You can make us what you will.

We are willing; we are ready;
  We would learn if you would teach;
We have hearts that yearn towards duty;
We have minds alive to beauty;
  Souls that any heights can reach."

Who that hath a heart not palsied by selfishness can resist such an entreaty? Who can turn a deaf ear to so piteous and pathetic a call? Think of this imperative need, ye friends of humanity, and then say how much longer it shall be permitted to exist! Reflect upon the sufferings of these poor blind waifs, ye fathers and mothers, and then, gathering your darlings to your bosoms, rejoice that they do not go down darkling to the grave, and that they have the pure wheat and the sweet waters of life in plenitude. But at the same time remember, that the "faintest flaw in one of the links of circumstance, or an imperceptible turn or stoppage in the wheel of fortune," might leave your little ones homeless, sightless, speechless or mere lumps of clay, without care and protection! These helpless children are in no manner to blame that they are blind. The fault is that of others, perhaps is to be found in the very social fabric which pours gold into the coffers of the rich; — the misfortune alone, and the consequent privations, alas! are theirs.

But be the cause where it may, are these poor infants to be allowed to run the cycle of their life under the crushing weight of their infirmity? Is it fair that a great blight should be permitted to settle down on their character like a foul vapor, and prevent healthy growth? Is it just, is it human that the current of their existence should be left to flow in a tumultuous course from the sunny fountain-head to the dark ocean? Are there no men and women in the folds of benevolence generous enough and willing to help in this work of pure philanthropy and reformation, thus bending their heads to receive the crown, in which will shine like pearls and diamonds, the tears of joy and gratitude shed by those whom their munificence has saved and blessed?

This enterprise has already been considered in all quarters, and it seems to have gained friends everywhere. The preliminaries are now despatched, and the necessary preparations for active canvassing are nearly completed. The time for real work and for practical generosity and support has come. All the omens are favorable. But no great undertaking goes on its own feet. We have to furnish it with wings born of our earnestness, our fidelity and our devotion. The fact that so much has recently been done for the blind in the way of embossing books may deter some of their best friends from urging their claims vigorously on the attention of the public. For myself, deeply grate-

ful as I am for past favors, and much as I shrink from calling again upon the benevolent for aid, I deem it my solemn duty to do so promptly and without hesitation, notwithstanding the unpleasant features of the task. I feel the sting of the neglect endured by suffering humanity piercing my soul, and I cannot be lukewarm any longer. I have cheerfully, gladly, deliberately and unequivocally accepted Froebel's grand call to "live for little children," and have determined to devote whatever powers I may possess heartily and disinterestedly to the amelioration of their condition. My own experience in early childhood brings their woes nearer to my heart, and every cry for bread or raiment, for shelter or education finds a responsive chord in it. My desire to help them is so sincere and warm, that I am prepared to put aside all personal considerations and convenience in order to carry it out. Here or elsewhere, under the auspices of your organization or those of a new one, with others or alone, I am determined to labor for them with the zeal of a true friend and the enthusiasm of a believer in their cause. This is not a statement made at random or on the spur of impulse. It is a resolve formed from a profound sense of duty. It is a conviction made strong and permanent by the actual observation of so much misery and wickedness. It is a decision produced by the careful study of the effects of blindness and of the means for their alleviation. This project is uppermost in

all my thoughts, feelings, actions and aspirations. "Bating not a jot of heart or hope," I must work in season and out of season, until it is accomplished. Perplexed as I often am by its difficulties, now urged forward, now discouraged and held back, always striving after success, wearied and hampered by various obstacles, the only pleasure that never fails me is the faith, that a kindergarten for sightless children will ere long be founded and endowed. The consummation of this noble enterprise will be the realization of the sweetest dream that I may have beneath the skies.

Notable Anniversaries.

Two very interesting anniversaries were celebrated at the institution during the past year, the thirtieth of Miss Moulton's matronship and the fiftieth of Miss Caroline Augusta Sawyer's connection with the establishment.

The festival in honor of Miss Moulton was held on the 3d of January, and was a very touching occasion. The hall was very tastefully decorated, and was crowded with friends and acquaintances, as well as with the pupils and officers of the institution. Beautiful presents were brought as offerings, and a great deal of delightful music was furnished by the school. Pertinent addresses were made by Mrs. Julia Ward Howe, — who also wrote a song for the occasion, — Rev. James Reed, Samuel G. Snelling and Prof. T. O. Paine, and

poems were prepared by Mrs. Anagnos, Henry W. Stratton and others. A life-size portrait of Miss Moulton had been placed under the folds of the flags which draped the organ, and was unveiled at a given signal. All in attendance were deeply moved by the pathos and the sweet spirit of the occasion, and our honored matron was hailed with all the enthusiasm which her lifelong devotion to the institution, to the blind and to the cause of humanity in general richly merit.

Another fête of a similar character was celebrated on the 19th of March, in commemoration of the semi-centennial anniversary of Miss Caroline Augusta Sawyer's connection with the institution. The occasion was as complete a surprise to the honored lady as that of Miss Moulton had been to her. The exercises were opened with a brief account of her arrival in Boston on the 18th of March, 1833, and joining the little group of nine sightless children, whom Dr. Howe had already gathered in his father's house on Pleasant street as the nucleus of the institution, and of the valuable services which she has rendered to the school most of the time since her graduation. At the conclusion of these remarks, an excellent programme was performed, consisting of music, both vocal and instrumental, original poems and a most appropriate address by the Rev. William P. Tilden, who gave in his inimitable and exquisite style some delightful reminiscences of Dr. Howe and of Miss

Sawyer's early life. The large audience manifested a hearty appreciation both of the festival and of the person in whose honor it was held; and, on adjourning from the hall to her usual sitting-room, Miss Sawyer found a tree laden with fifty presents, symbolizing her fifty years of service and friendliness to the establishment, of which she is so valued a member.

Aid those who strive to help Themselves.

There is a large number of blind young men and women all over the country, who are striving earnestly to overcome the difficulties of their infirmity and become self-supporting; but who cannot possibly succeed unless they are thoroughly equipped for the purpose.

These persons are as a general rule very industrious and exceedingly intelligent. They are mostly graduates of institutions in their respective states, where they labor for many years faithfully and assiduously to get what they consider a good education. But soon after graduation they find that their training is incomplete and their professional acquirements are too inadequate to enable them to earn their living. Consequently they often seek admission here, in order that they may receive further instruction and qualify themselves for the duties of practical life. From several applications of this kind addressed to me recently I select the following, which was written by a graduate of

one of the largest schools for the blind in the West, and which states the whole matter concisely and vividly: —

"DEAR SIR: — Although a graduate of the —— institution for the blind, I do not feel competent to make my way in life. I wish to study music and prepare myself for a teacher's post and render my life useful, so that I may not be a burden to my friends. My parents are poor, and it is impossible for me to attend a conservatory or study privately. I ask of you therefore as a favor of kindness to admit me to your school. I am not able to pay $300 tuition as stated in your catalogue. If it is impossible for you to admit me free, please to send me the very best terms which you can possibly give me. I know of no other place, where I will receive proper instruction, and I do beg of you to give me the best terms possible."

It was with sincere regret that I could not grant this request, for two reasons: first, on account of the writer's being beyond the age prescribed by the by-laws of this institution; and secondly, because we had no means at our disposal to pay the whole or a portion of the actual cost for his board and tuition. My grief was intensified by the fact that I was perfectly aware that a little help given to him at so critical a period in his life, might have brightened his future prospects and opened to him a career of usefulness and independence. This has been previously accomplished in numerous cases. Many young men and women who have come to us at different times from New York, Ohio, Indiana, Michigan, Minnesota, Kentucky, Tennessee, Canada and elsewhere, for the

purpose of completing the course of their education and arming themselves efficiently for the battle of life have become self-reliant and prosperous in business, occupying a respectable place in the social scale, instead of sitting idly in their darkness and eating the bitter bread of charity.

There is a large number of others, who are thirsting for a systematic education and eager for a thorough professional training; and, if there were a "students' fund," the income of which could be annually applied to supplying a plank for those who are determined to learn to swim across the broad river of life, and strike out for themselves, many a meritorious young man or woman might be saved from sinking into the depths of want and dependence.

Enormous sums of money are constantly bequeathed for the higher education and æsthetic culture of those who are blessed with all their faculties. May we hope and trust that it may enter into the hearts of those who have the stewardship of wealth to dispose of a small portion of it for the benefit of the blind?

The Blessings of the Printing Fund.

As has been repeatedly said in these reports, the books issued by the "Howe Memorial Press" are becoming a perpetual source of intellectual light and happiness to the blind, gladdening many a saddened heart, raising many a drooping spirit,

and brightening the life of many a suffering person. The following account of a touching scene at the "Colored Women's Home," written at the request of Dr. Samuel Eliot by one of the managers of that establishment, will be gratifying to the friends and promoters of the printing fund.

"It is very touching to see the pleasure and enjoyment which these books of raised letters give to the blind. A poor colored girl who is still sick and suffering at the "Colored Home," told one of the visitors, with a smile on her face, that the "Tanglewood Tales" and a book of fairy stories had helped her for a time to forget all her pains and trouble. These were among several books kindly lent her by the institution, and her expression was very sweet, as, unable to sit up, she moved her fingers slowly across the page, and gathered the meaning and point of the story. Afterward she described the characters and events as clearly and with as much exactness as if she had read with open eyes. She wished she were able to write and express the comfort the books had given her, especially during the long hot summer days while confined to her bed."

Most of the inmates of the Home are more or less illiterate, and we are told that they have derived much comfort and pleasure from being read to by their blind friend and companion from her books in raised letters.

Conclusion.

In bringing this report to a close, I beg leave to say, gentlemen, that each succeeding year that we render an account of our work deepens the conviction of the importance and value of the school

as an efficient and powerful agent in raising the blind in the scale of humanity, and in opening to them avenues of usefulness, industry and social equality. That which ends to-day forms no exception in this respect; and it is a great pleasure to me to state, that all my assistants have faithfully endeavored, by steadily pursuing the principal objects of the institution, to soften the sting of affliction, and to enable as many of our graduates as possible to rely upon their own exertions and to lead independent, upright and happy lives. This is truly a grand undertaking, worthy of all the care, labor and means expended in carrying it out. How far our efforts have been successful, it is not for us to say. Be this as it may, however, our solemn and imperative duty is to press forward and onward, so long as sightless children call for our aid and sympathy.

That the success attained heretofore by the school may continue undiminished in the future, its usefulness increase and its educational light burn steadily and brightly for the guidance of those of our fellow-men who grope in unceasing physical darkness, is the humble and ardent prayer and will ever be the constant and unremitting endeavor of the undersigned.

Respectfully submitted by

M. ANAGNOS.

ACKNOWLEDGMENTS.

Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors and publishers, for concerts and various musical entertainments; for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, minerals and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse and of mental stimulus and improvement. So far as we know, there is no community in the world which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

I. — Acknowledgments for Concerts and Operas in the City.

To Mr. Henry Lee Higginson we are under great and lasting obligations for thirty tickets to the public rehearsals of his twenty-six orchestral concerts.

To Messrs. Tompkins and Hill, proprietors of the Boston theatre, for a generous invitation of unlimited numbers to three operas and two operettas.

To Mr. E. H. Hastings, manager of the Bijou theatre, for thirty-five tickets to one operetta.

To the Händel and Haydn society, through its president and secretary, Mr. C. C. Perkins and Mr. A. Parker Browne, for thirty tickets to the oratorio of the Creation, thirty-five

tickets to the Messiah, and admittance to the rehearsals of five other concerts.

To the Boylston club, through its secretary, Mr. F. H. Ratcliffe, for eight tickets to each of five concerts.

To the Cecilia society, through its secretary, Mr. Charles W. Stone, for four tickets to each of five concerts.

To the Apollo club, through its secretary, Mr. Arthur Reed, for six tickets to each of six concerts.

To the Euterpe society, through its president, Mr. C. C. Perkins, for an average of four tickets to each of four concerts.

To Mr. B. J. Lang, for nine season tickets to six piano recitals, devoted to Schumann music.

To Mr. Arthur Foote, for ten tickets to each of four trio concerts.

To Mr. H. G. Tucker, for ten tickets to one piano recital.

To Mr. John A. Preston, for a pass to one concert.

To Mr. Ernst Perabo, for a pass to two concerts.

To Mr. J. A. Hills, for twelve tickets to one concert.

To Mr. Frank F. Marshall, for ten tickets to one concert.

To Mr. E. W. Tyler, for admission to two piano recitals by Mr. Otto Bendix.

To Mr. Henry F. Miller, for admission to one piano recital by Mr. Edmund Neupert, to three piano recitals by Dr. Louis Maas, and for admission to Mr. William H. Sherwood's testimonial concert and to several of his pupils' concerts.

To Messrs. Harwood and Beardsley, for twenty-five tickets to each of two concerts.

To Dr. Tourjée, of the New England Conservatory, for an average of twenty tickets to each of three concerts.

To Miss Charlotte Hawes, for twenty-five tickets to her illustrated musical lecture.

To Miss Henrietta Maurer, for twelve tickets to one concert.

To Mrs. Manley Howe, for twelve tickets to one concert.

To Miss Anna Dunlap, for twenty-four tickets to one concert.

To Miss E. M. Stark, for twelve tickets to the Phillips church concert.

To Mr. W. J. Colville, for four tickets to a soirée musicale.

II. — Acknowledgments for Concerts given in our Hall.

For a series of recitals and concerts given from time to time in the music hall of the institution, we are greatly indebted to the following artists: —

To Mrs. William H. Sherwood, pianist, assisted by Mrs. Dr. Fenderson, vocalist, and Mr. J. Dudley Hall, accompanist.

To Dr. and Mrs. Fenderson, assisted by Miss Simonton, violinist, Miss Dunlap, pianist, and Mrs. Flanders, elocutionist.

Through the kindness of Mr. R. M. Chase, to Prof. Shortis for a delightful concert on the banjo.

To Mr. Louis K. Stark, assisted by Mrs. J. Arthur Jacobs, pianist, Mrs. J. D. Buckingham, vocalist, Miss Nellie B. Callender, vocalist, and Miss Abby Holbrook, elocutionist.

To Mr. Albert Meyers, assisted by Miss Annie C. Westervelt, soprano, Miss Theresa Flynn, alto, Mrs. Anna Mayhew Simonds, pianist, Mr. E. P. Murphy, elocutionist, and Mr. J. G. Lennon, organist and pianist.

III. — Acknowledgments for Lectures and Readings.

For various lectures, addresses and readings, our thanks are due to the following friends: Dr. Edward Everett Hale, Mrs. Julia Ward Howe, Rev. James Reed, Rev. William P. Tilden, Miss Adela Rankin and the late Mr. Charles L. Heywood.

IV. — Acknowledgments for Birds, Musical Instruments, etc.

To Mr. Andrew H. Newell, of Boston, for a fine collection of sixty birds from Australia, and the skin of a small kangaroo.

To Mr. P. C. Brooks, for a mechanical French pianoforte, and to Mr. Alfred A. Marcus, for several smaller musical instruments.

To Mr. Francis Brooks for a fine ebony and velvet case for the medals belonging to the institution.

For various specimens, curiosities, etc., we are indebted to the following friends: Mrs. W. C. Wendte, Capt. Perry, Mr. Richard Sullivan, Mr. C. H. Dillaway, Miss E. B. Webster and Miss Fannie E. Webster.

V. — Acknowledgments for Periodicals and Newspapers.

The editors and publishers of the following reviews, magazines and semi-monthly and weekly papers, continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed, and perused with interest: —

The N. E. Journal of Education,	*Boston, Mass.*
The Atlantic,	" "
Wide Awake,	" "
Boston Home Journal,	" "
Youth's Companion,	" "
The Christian,	" "
The Christian Register,	" "
The Musical Record,	" "
The Musical Herald,	" "
The Folio,	" "
Littell's Living Age,	" "
Unitarian Review,	" "
The Watchman,	" "
The Golden Rule,	" "
Zion's Herald,	" "
The Missionary Herald,	" "
The Salem Register,	*Salem, Mass.*
The Century,	*New York, N. Y.*
St. Nicholas,	" "
The Christian Union,	" "
The Journal of Speculative Philosophy,	" "

Church's Musical Journal, . . . *Cincinnati, O.*
Goodson Gazette, *Va. Inst. for Deaf-Mutes and Blind.*
Tablet, . . *West Va.* " " " "
Deaf-Mute Index, *Colorado,* " " " "
Companion, . *Minnesota Institute for Deaf-Mutes.*
Il Mentore dei Ciechi, . . *Florence, Italy.*

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

M. ANAGNOS.

DR. PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, *in account with* EDWARD JACKSON, *Treasurer*. CR.

GENERAL FUND.

To cash paid, auditors' drafts,		$60,636 75	1882. Oct. 1,	By balance from last year's account, Sept. 30, 1882,		$5,650 43
taxes, 11 Oxford street,		83 05		cash from state of Massachusetts,	$30,000 00	
J. V. Apthorp, commissions,		185 06		Maine,	3 700 00	
rent of safe, Union Safe Deposits,		20 00		New Hampshire,	3,600 00	
interest,		30 25		Connecticut,	4,075 00	
investments,		44,600 00		Rhode Island,	3,608 40	
Balance on hand,		2,724 31		Vermont,	1,800 00	
						46,783 40
				interest on mortgages,	$5,079 00	
				interest on notes,	381 26	
				rent of 11 Oxford street,	635 00	
				Boston & Providence Railroad dividends,	240 00	
				Fitchburg Railroad dividends,	300 00	
				interest on Eastern Railroad bonds,	240 00	
				Chicago, Milwaukie & St. Paul,	179 70	
				Chicago, Burlington & Quincy,	680 00	
				Boston & Lowell,	50 00	
				deposits with N. E. Trust Co.,	204 21	
						7,969 17
				M. Anagnos, director, receipts of—		
				work department,	$15,390 91	
				tuning,	1,724 00	
				sale of brooms, boys' shop,	95 20	
				tuition,	530 00	
				admission tickets,	79 96	
				sundries,	521 35	
						18,341 42
				balance of legacy from Mrs. De Witt,		1,500 00
				mortgages collected,		25,000 00
				donations,		15 00
		$108,279 42				$108,279 42
			1883. Oct. 1,	Credit to new account,		$2,724 31

Printing Fund.

1882. Oct. 1,	To balance from last year,		$39 40		By subscriptions,		$132 00
	cash paid, auditor's drafts,		4,124 06		interest on Ottawa & Burlington R.R. bonds,	$300 00	
	loaned on mortgage,		75,000 00		Kansas City & Council Bluffs R.R. bonds,	350 00	
	loaned on notes,		1,500 00		Chicago, Milwaukie & St. Paul R.R. bonds,	120 00	
					Chicago, Burlington & Quincy R.R. bonds,	400 00	
					notes,	1,585 26	
					mortgages,	1,546 30	
							4,301 56
					amounts received from M. Anagnos, director, for sale of books,		1,014 67
					notes collected,		75,000 00
					amounts received from American Printing House, for books,		204 00
					Debit to new account,		11 23
			$80,663 46				$80,663 46
1883. Oct. 1,	Debit to new account,	$11 23					

Kindergarten Fund.

	To loan on note,	$2,900 00		1883. Oct. 1,	By subscriptions to date,		$2,355 00
	balance on hand,	5 83			legacy from Miss Morton,		500 00
					interest on notes,		50 83
			$2,905 83				$2,905 83
					Credit to new account,		$5 83
Balance of Kindergarten Fund,		$5 83			Printing Fund over-invested,	$11 23	
Harris Fund uninvested,		29 17			Balance in New England Trust Co.,	2,748 08	
General Fund,		2,724 31					$2,759 31
			$2,759 31				

Boston, Oct. 1, 1883.

EDWARD JACKSON, *Treasurer.*

DR. AUDITORS OF PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND *in account with* M. ANAGNOS, *Director*. CR.

	Cash paid for maintenance, salaries, superintendence and instruction as per schedule annexed,	$39,998 32		1882. Oct. 1,	Balance of draft on hand, General Fund,	$958 56	
					Printing Fund,	22 25	
							$980 81
	Extraordinary expenses, annexed,	22,530 05		1882. Oct. 1,	Drafts to date as per Treasurer's acct., General Fund,		60,636 75
			$62,528 37				
	Expenses of printing department,		4,333 86		Printing Fund,		4,124 06
			$66,862 23		Cash due Director, General Fund,	$933 06	
					Printing Fund,	187 55	
							1,120 61
1882. Oct. 1,	Balance to new account,		$1,120 61				$66,862 23

M. ANAGNOS, *Director*.

ANALYSIS OF EXPENDITURES

For the Year ending Sept. 30, 1883.

Maintenance, Salaries, Superintendence, and Instruction.

Meat, 24,861 lbs.,	$2,833 25	
Fish, 4,501 lbs.,	230 95	
Butter, 5,208 lbs.,	1,645 65	
Rice, sago, etc., 593 lbs.,	56 72	
Bread, flour, and meal,	1,384 59	
Potatoes and other vegetables,	797 34	
Fruit,	352 48	
Milk, 23,336 qts.,	1,414 10	
Sugar, 6,971 lbs.,	624 38	
Tea and coffee, 520 lbs.,	176 28	
Groceries,	829 77	
Gas and oil,	459 86	
Coal and wood,	2,930 43	
Sundry articles of consumption,	332 40	
Salaries, superintendence, and instruction,	16,218 99	
Wages,	4,255 27	
Outside aid,	255 71	
Medicines and medical aid,	20 09	
Furniture and bedding,	1,221 78	
Clothing and mending,	9 09	
Musical instruments,	284 76	
Expenses of stable,	173 56	
Books, stationery, and apparatus,	1,534 67	
Ordinary construction and repairs,	1,436 38	
Water taxes and insurance,	336 00	
Travelling expenses,	78 98	
Sundries,	104 84	
		$39,998 32

Amount brought forward,		$39,998 32

Extraordinary Expenses.

Extraordinary construction and repairs,	$3,461 76	
Rent of office in Avon Street,	250 00	
Expenses of tuning department,	*775 94	
" " boys' shop,	84 85	
Bills to be refunded,	138 69	
Beneficiaries of the Harris Fund,	855 00	
Board of beneficiary,	87 13	
Bills of work department,	†16,876 68	
		22,530 05
		$62,528 37

* NOTE. — The receipts from tuning, amounting to $1,724.00, have been paid by the director to the treasurer. They show a balance in favor of this department of $948.06.

† The earnings of the shop, amounting to $15,390.91, were in like manner paid by the director to the treasurer. After deducting increased value of stock on hand, $929.50, there is a balance against the workshop amounting to $556.27.

EXPENSES OF PRINTING DEPARTMENT.

Labor,	$1,434 38
Stock,	1,289 60
Machinery,	276 76
Type,	39 76
Electrotyping,	570 82
Binding,	703 60
Sundries,	18 94
	$4,333 86

GENERAL ABSTRACT

Of Account of the Work Department, Oct. 1, 1883.

Due to the institution for investments since the first date,	$44,725 07	
Excess of expenditures over receipts,	1,485 77	
		$46,210 84

Assets.

Stock on hand Oct. 1, 1883,	$5,192 54	
Debts due Oct. 1, 1883,	2,083 97	
		7,276 51
		$38,934 33

Balance against the work department Oct. 1, 1883,	$38,934 33
Balance against the work department Oct. 1, 1882,	38,378 06
Cost of carrying on the work department for the year ending Sept. 30, 1883,	$556 27

Cash received for sales during the year,	$15,390 91	
Excess of expenditures over receipts,	1,485 77	
		$16,876 68
Salaries and wages paid blind people,	$3,579 34	
" paid to seeing people,	2,360 04	
Sundries for stock, etc.,	10,937 30	
		$16,876 68

INVENTORY OF STOCK

Oct. 1, 1883.

Real estate, South Boston,	$250,000 00	
" " 11 Oxford street,	5,500 00	
		$255,500 00
Railroad stock,		11,000 00
Notes,		59,600 00
Cash in treasury,	$2,748 08	
Less due Director,	1,120 61	
		1,627 47
Harris Fund,		83,000 00
Printing Fund,		108,500 00
Kindergarten Fund,		2,900 00
Household furniture,		16,320 00
Provisious and supplies,		895 06
Wood and coal,		3,288 80
Work department, stock,	$5,192 54	
" " debts due,	2,083 97	
		7,276 51
Musical department, viz., —		
One large organ,	$5,000 00	
Four small organs,	450 00	
Forty-five pianos,	10,450 00	
Brass and reed instruments,	900 00	
Violins,	35 00	
Musical library,	600 00	
		17,435 00
Amount carried forward,		$567,342 84

Amount brought forward,			$567,342 84
Printing department, viz.,			
Stock and machinery,	$1,800 00		
Books and maps,	8,291 45		
Stereotype plates,	4,470 82		
			14,562 27
School furniture and apparatus,			7,700 00
Library books in common type,	$2,900 00		
" " in raised type,	6,500 00		
			9,400 00
Boys' shop,			100 70
Stable and tools,			1,066 17
			$600,171 98

LIST OF EMBOSSED BOOKS,

Printed at the Perkins Institution and Massachusetts School for the Blind.

TITLE OF BOOK.	No. of Volumes.	Price per Volume.
Howe's Cyclopædia,	8	$4 00
Baxter's Call,	1	2 50
Book of Proverbs,	1	2 00
Book of Psalms,	1	3 00
New Testament,	3	2 50
Book of Common Prayer,	1	4 00
Hymns for the Blind,	1	2 00
Pilgrim's Progress,	1	4 00
Life of Melanchthon,	1	1 00
Natural Theology,	1	4 00
Combe's Constitution of Man,	1	4 00
Selections from the Works of Swedenborg,	1	–
Second Table of Logarithms,	1	3 00
Philosophy of Natural History,	1	3 00
Huxley's Science Primers, Introductory,	1	2 00
Memoir of Dr. Samuel G. Howe,	1	3 00
Cutter's Anatomy, Physiology and Hygiene,	1	3 00
Viri Romæ, new edition with additions,	1	2 00
Musical Characters used by the seeing,	1	35
Key to Braille's Musical Notation,	1	35
Guyot's Geography,	1	4 00
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Blind children and youth between the ages above prescribed and of sound mind and good moral character, can be admitted to the school by paying $300 per annum. Those among them who belong to the state of Massachusetts and whose parents or guardians are not able to pay the whole or a portion of this sum, can be admitted gratuitously by application to the governor for a warrant.

The following is a good form, though any other will do: —

"*To His Excellency the Governor.*

"SIR, — My son (or daughter, or nephew, or niece, as the case may be), named ——, and aged——, cannot be instructed in the common schools, for want of sight. I am unable to pay for the tuition at the Perkins Institution and Massachusetts School for the Blind, and I request that your Excellency will give a warrant for free admission.

Very respectfully, —— ——."

The application may be made by any relation or friend, if the parents are dead or absent.

It should be accompanied by a certificate, signed by some regular physician, in this form: —

"I certify, that, in my opinion, —— —— has not sufficient vision to be taught in common schools; and that he is free from epilepsy, and from any contagious disease.

(Signed) —— ——."

These papers should be done up together, and forwarded to the DIRECTOR OF THE INSTITUTION FOR THE BLIND, *South Boston, Mass.*

Blind children and youth residing in Maine, New Hampshire, Vermont, Connecticut and Rhode Island, by applying as above to the governor, or the "Secretary of State," in their respective states, can obtain warrants for free admission.

The sum of $300 above specified covers all expenses (except for clothing), namely, board, lodging, washing, tuition, and the use of books and musical instruments. The pupils must furnish their own clothing, and pay their own fares to and from the institution.

An obligation will be required from some responsible persons, that the pupil shall be kept properly supplied with decent clothing, shall be provided for during vacations, and shall be removed, without expense to the institution, whenever it may be desirable to discharge him.

The usual period of tuition is from five to seven years.

The friends of the pupils can visit them whenever they choose.

The use of tobacco, either in smoking or otherwise, is strictly prohibited in the institution.

Persons applying for admission of children must fill out certain blanks, copies of which will be forwarded to any address on application.

For further information address M. ANAGNOS, DIRECTOR, PERKINS INSTITUTION FOR THE BLIND, *South Boston, Mass.*

COMMENCEMENT EXERCISES

OF THE

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,

Held at Tremont Temple, on Tuesday, June 5, 1883, at 3 P.M.

SAMUEL ELIOT, LL.D., Presiding.

PROGRAMME. PART I.

1. ORGAN SELECTIONS.

MISS FREDA BLACK and MR. WM. B. HAMMOND.

2. BAND, — Potpourri, ... *arr. by Heinicke.*

3. ESSAY, — "Our Library."

MISS JULIA E. BURNHAM.

4. EXERCISE IN CHEMISTRY.

BENJAMIN F. PARKER.

5. SOLO FOR ALTO HORN, — "Morceau de Salon," Variations, } . . *H. Painpare.*

CHRISTOPHER A. HOWLAND.

6. ESSAY, — "The Steam-Engine," (illustrated).

WILLIAM P. GARRISON.

7. QUARTETTE, — "Parting Ode," } *Music by Miss Mary McCaffrey.*

MISSES MABEL BROWN, LENNA D. SWINERTON, MARY McCAFFREY, and EMMA PATTERSON.

8. ESSAY, — "The Practice of Massage, a Possibility for the Blind."

MISS JENNY M. COLBY.

Part II.

1. MILITARY DRILL AND GYMNASTICS.

2. PIANO DUET, — Scherzo from 7th Symphony, . . *Beethoven.*
   Miss Mary McCaffrey and Miss Sarah A. Hamson.

3. READING WITH THE FINGERS, — Exercise in Geography.
   A Class of Boys.

4. KINDERGARTEN EXERCISES.

5. DUET, — "The Fisherman," . . . . *V. Gabussi.*
   Messrs. Wm. B. Hammond and L. Titus.

6. VALEDICTORY.
   Miss Lenna D. Swinerton.

7. CHORUS FOR FEMALE VOICES, — "Oh haste, Crimson Morning," . *Donizetti.*

8. AWARD OF DIPLOMAS,
   By Dr. Samuel Eliot.

9. CHORUS, — "Where in Rocky Inlets," from the Tower of Babel, . *Rubenstein.*

NAMES OF GRADUATES.

Julia E. Burnham.	Mary McCaffrey.
Jenny M. Colby.	Benjamin F. Parker.
William P. Garrison.	Lenna D. Swinerton.

APPENDIX.

The Blind Children's Kindergarten.

BY

EMILIE POULSSON.

Reprinted from the October number of the WIDE AWAKE by kind permission of Messrs. D. Lothrop & Co., publishers of the magazine.

THE BLIND CHILDREN'S KINDERGARTEN.

BY EMILIE POULSSON.

Do you remember the article about the Perkins Institution for the Blind, in the "Wide Awake" for March, 1878, — that noble supplementary public school for those brothers and sisters of yours over whose eyes a heavy hand has been mysteriously laid? Since that account was written, a kindergarten experiment has been tried, and it promises to be the best "happy thought" yet for the benefit of blind children. It really seems that knowledge and usefulness and self-reliance were to be reached by a blind person some years sooner by way of the kindergarten than by any of the slow, slow progresses over the long, long roads of other years.

To be sure object-teaching had been used in the school. The botany class had its vegetable garden; there had been weighing and measuring, buying and selling, in the arithmetic classes; the physiology class had fine anatomical models; and there were stuffed birds and other animals for the student in natural history, to say nothing of the orders given to the wondering Peter for lobsters, clams, heart and lungs of an ox, the bones of fowls, and many like objects.

Seeing that what was touched was comprehended far more completely and quickly than what was described by

voice, Mr. Anagnos, after much careful study of the kindergarten, resolved to introduce it into the school; resolved to teach great boys and girls just as baby-folks are taught; resolved, if he succeeded as he expected, to give the world no peace until a great, noble kindergarten should be built and endowed that would take in all the blind baby-folks at the outset, just as soon as they came to true kindergarten age, so that they might begin to learn at the time of life when other children begin.

He started with two classes; one in the boys' school, and one in the girls'. Both classes are composed mostly of the pupils of the lowest grade. But he also brings in for a time those in the higher classes who are conspicuously lacking in dexterity, or whose conceptions of form are unusually vague and confused.

The idea that a blind person is ever without a marvelously delicate touch will be new to many people; but the truth is, that the sensitive touch, instead of being a compensatory gift, has been the result of harder work than you or I know anything about — the most patient, long-continued effort to see and think and imagine and remember with the fingers.

Mr. Anagnos finds kindergarten work to be his most valuable means in the cultivation of this sensitiveness of the fingers, and he would esteem it indispensable in the institution for this result alone. But beside this, there seems no way so effective of affording a systematic study of form — it is the true A B C in the education of the blind.

The geometrical training which any child gets in the kindergarten helps the blind wonderfully to definitely imagine objects which they cannot handle.

The little girls who have taken up geography after

their kindergarten training are far readier in their map-work than previous classes. They are very quick to notice peculiarities in the shape of the states and countries, and they listen to descriptions most understandingly.

"Reading by touch," too, is far easier to the fingers which have been trained in tracing the embroidered patterns on the sewing-cards, weaving the delicate papers and modelling in clay. The work of square handwriting is taken up with great delight and courage by pupils who already know lines and angles well through the stick-laying and sewing. The Braille point writing (a system of raised dots, and used because it can be read by touch) and the written arithmetic of the blind, which is done with type placed in different positions to represent the different figures, both require the clearness concerning "upper right," "lower right," "upper left" and "lower left," which is constantly cultivated by the kindergarten work with cubes, planes and sticks. The teacher of the girls' work school, under whom the girls learn hand-sewing, machine-sewing, knitting, crochetting, hammock-making, and cane-seating, speaks heartily in praise of kindergarten as a preparatory training. So it is in music; the awakened mind and flexile hand, with muscles already trained in the kindergarten to obey, tell at once in the progress of the pupil.

THE "A B C" OF THE BLIND.

The youngest children in these two classes are ten years of age; the majority older. But they are found to need the same development and the same simple lesson as ordinary children from three to six years of age; not because of any natural mental lack, but because the aim-

less, neglected lives they have led before coming to the institution have kept them dull and unawake. The little blind child, following its natural instinct of play, gets hurt so often that it soon feels it safest to curl up in a corner and keep still. If it try to play games with active, seeing children, it finds itself in the way; and in the way still when there is work to do — it is naturally shoved to one side; play, work, conversation pass it by — growth stops or goes on slowly and weakly.

By and by, perhaps, some one takes the necessary steps and sends the big girl or boy to the school for the blind. And until the establishment of these classes, there has been no kindergarten into which to receive this big, clumsy infant. One girl said to me, piteously, "When I was at home, my stepmother used always to be a-scolding to me and my father, about my being blind and not being able to work in the factory like the others, and I not doing the housework either. But nobody showed me how to do anything till I came here. How could I do things?" The same girl has since written to an aunt who, she says, was always "feeling bad" because of her blindness: "I don't mind it now being blind, because I can go all around, and I can sew and wash dishes and have my lessons, and do just like other people."

But it is not always unkindness which leaves the poor things so untrained. Some suffer from the unwise tenderness which has led their friends to wait upon them always. A girl of twenty, who came to the institution, could scarcely pin her collars, and preferred to have some one put her gloves and shawl on for her. The kindergarten has done much for her already in giving her hands their normal *handiness*.

"What did you do at home, Sarah?" I asked another girl one day.

"Look at me," she replied; "do you see the way I am sitting?" She had her hands folded in her lap, her whole attitude as listless as possible. "That is what I used to do all day long."

Such are many of the girls in our kindergarten; grown-up, but as little children in their use of both muscle and mind: others have been more fortunate in home circumstances and training, and many are winsome, and dear, and interesting; but all need either the mental or manual drill, or both, of the kindergarten, before going into the usual classes.

Let me tell you how we train these great, piteous children:

Monday is sewing-day — they scarcely have any other names for days than "clay-day," "weaving-day," "cushion-day," etc.; — not for hemming, over-handing, basting and stitching; these come in the afternoon work school; but the embroidering of white cards with worsteds in patterns. The cards being pricked, the girls can feel the holes easily for working, and by tracing the worsted lines when completed they "see just how it looks." *They observe* with their fingers and their imaginations.

Among the outlines, that of a house is a favorite with both teacher and pupils. It brings up enough interesting information to keep them listening and questioning for a long time. Seeing people do not realize that a blind person may not know the shape of a house roof, the color of a chimney, and hundreds of other every-day things beyond the reach of investigating fingers; so the suggestiveness of the sewing cards is a valuable help in leading

these pupils to a correct knowledge of things about them.

Tuesday is "cushion-day." The girls come to the pleasant east room, where there are plants and sunshine enough to satisfy any kinder-

ON SEWING-DAY.

On it are red and grey cushions, each with a plentiful supply of tiny doll-hairpins in the upper right-hand corner. When stick-laying is the work, the girls soon have on their cushions a fine array of lines, squares, triangles,

ladders, chairs, and here and there a bird-house or other fancy figure. They fasten the sticks down carefully at each end with a hairpin, and thus have the same satisfaction as in card-sewing — that of examining their work themselves. Their imagination seems to awake. One worker sees four tall soldiers marching in a row, where you

notice only four vertical lines. After the soldiers were mentioned, some one suggested they ought to have tents. These they were sure they could make, as they had had a little descriptive talk about tents only a few days before; so they went to work.

Most of the class considered a triangle a satisfactory representation, and soon pronounced the tents ready.

Mary was busy longer with hers. She had made a square for the floor, and then put a pole up from each corner, letting the four meet, thus forming the framework of as cunning a little tent as you could imagine.

Belle had a flag on hers, the sticks that outlined it slanting enough to give it a graceful droop. Abbie, too, had a flag, but not having thought to make it droop, explained its extremely stiff appearance by saying that there was a "strong wind blowing from the northwest." Another put a sentry by the tent, and another gave her soldiers guns, and so they kept on till the bell struck.

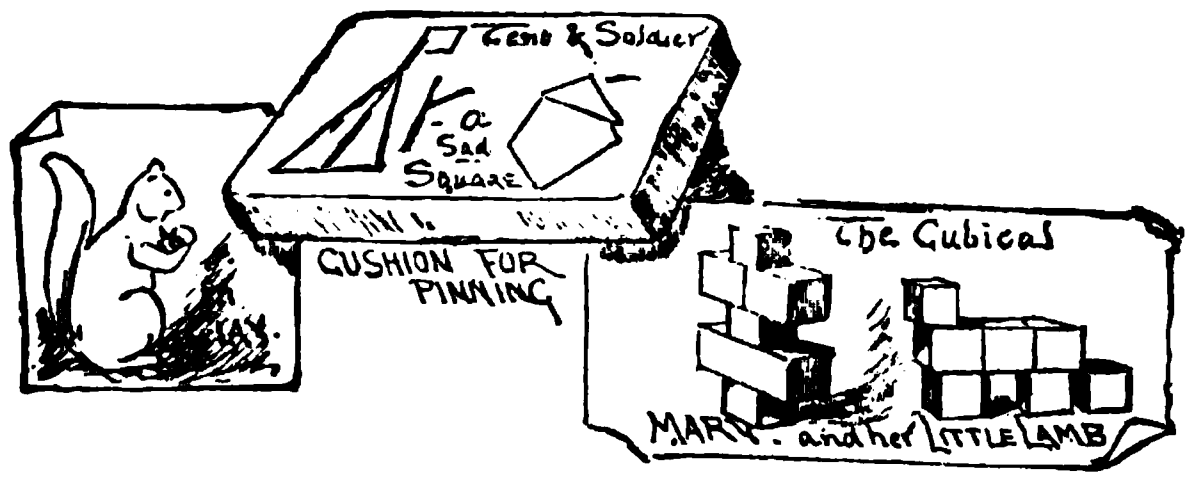
The cushions are also used for the work with tablets. These are inch squares of wood, red on one side, white on the other; and for blind children's use they have holes drilled in them, so that they may be fastened on the cushion with a pin, and also a tiny notch on the edge of the red side so that they may know what color they have uppermost. They delight to make red and white patchwork in this way.

They also have triangular pieces drilled and notched in the same way. Their first work with these is to combine them into squares. This was easy for most of them, but one girl exclaimed, after painstaking efforts, "Well, I seem to have made a very sad square somehow!"

It was indeed a funny-looking irregular figure with several sides and corners pointing in every direction. A little talk about the sides and corners of a true square showed Minnie what caused the "sadness," and she soon showed us a very cheerful square indeed, with a correspondingly cheerful look on her face. This is valuable training for the work schools in which they learn trades for future support.

Weaving with colored papers is the Wednesday work, and I think it ranks next the clay in their affections.

You can get a little idea of how bewildering it is to do this weaving if you should try it some time in the dark — trusting only to your finger tips. Under and over, under and over, patiently and carefully, the big blind pupils work. Wee Katie calls her papers men walking under and over the bridges; and another says, "They are men who do not know the way, and we have to lead them aright." This work, like the card sewing and the little tablets, brings out the girls' delight in colors. It seems strange that they should like so much what they can have no conception of.



SOME OF THEIR HANDIWORK.

They have decided preferences in color, and the choosing of a new paper mat and the color of the strands to weave in it, is a work of just as much interest to them as to seeing children; and the guidance which their taste receives in this way, the lessons in combinations, and the little talks about the appropriateness of certain colors to certain articles and uses must help them to a somewhat clearer appreciation of the beauty and effectiveness of color.

Of all the occupations the paper weaving bears the most direct relation to future handiwork. For besides the sewing and ordinary "womanly work," many of the girls

learn cane-seating and basket-making, and in both, the skill required in weaving will be of great service.

On Thursday they have cubes. The little boxes containing eight tiny cubes look rather insignificant; but wait till you have seen the fun that can be had with

"AS A LITTLE CHILD."

them, and the variety of things made with them. The class work together for a while, following the teacher's directions, and succeed fairly, though this is their hardest work. All is so easily demolished by a touch in the wrong place — and that cannot always be avoided, as they must "see" the forms with their fingers. In their first days with cubes, when they were constructing the sim-

plest forms, they made a line of the eight, and called it a "procession," and I remember how one girl had displaced hers quite badly, having a very loose, crooked line indeed, and I was about to criticize it, when she said, "Mine is a democratic procession, and the men are going to fall out and go home." As it was the morning after the Garfield election, this was certainly not a clumsy turn.

When the girls work by themselves — without directions, that is — they invent forms just as other children do, imitating things about them, or expressing their conceptions of something described to them. The whole furniture of the gymnasium was copied one day by little Katie, each piece being announced with much enthusiasm.

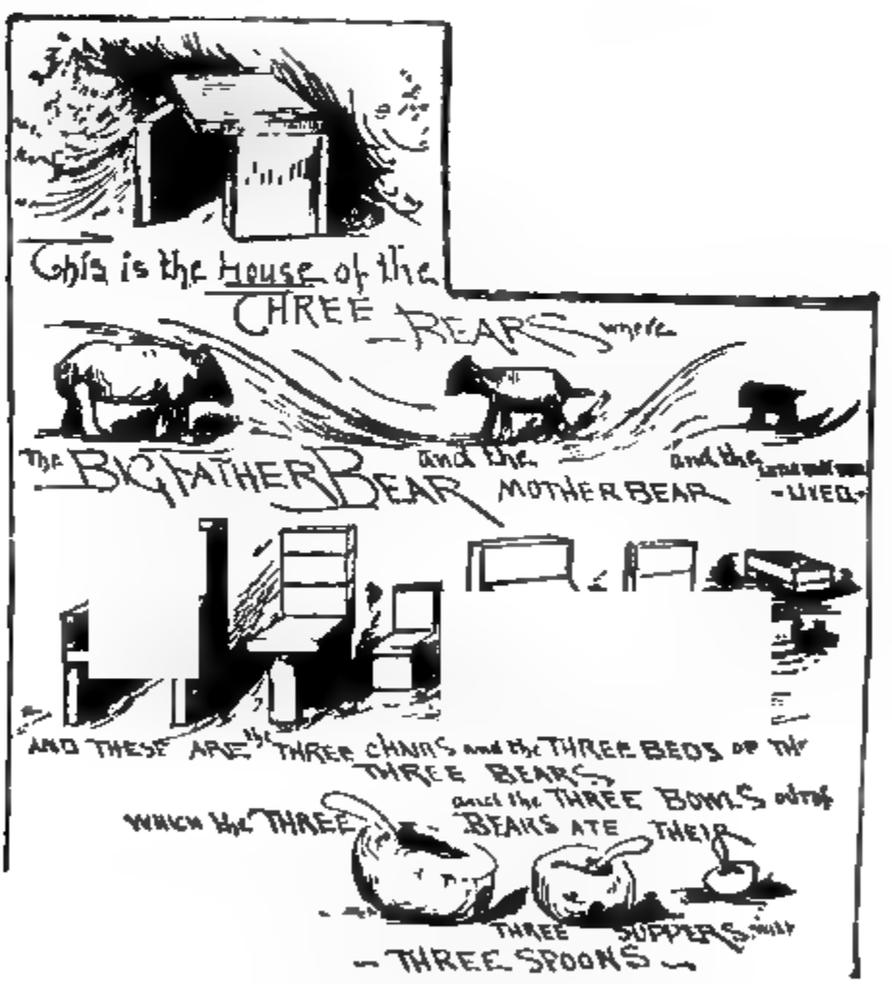
We have great fun sometimes telling stories and making the forms suggested by them. One day the teacher gave directions for a form which when completed was hailed with delight by the class as a little girl. A form followed this which they could not name at first — but when I told them the little girl's name was Mary, they recognized the "lamb," with great glee.

Left free to invent they went on and made the schoolhouse, the teacher's desk and chair, and the other furniture of Mary's school-room in great variety. One made a horseshoe table like the one at which the class was sitting, one made a square table and four desks for the children, and one made an oblong table; little May, who went to a public school a year ago, before she lost her sight, placed her children's desks far apart, with a broad aisle between them, "so they shouldn't whisper." Mary's home and her lamb's would probably have been made, but there was no more time.

Another day they had the story of "The Three Bears."

I gave them that most delightful version of it, for which all the children of the land have to thank Mrs. Clara Doty Bates and the "Wide Awake."

Silver Locks was a little girl,
Lovely and good;
She strayed out one day
And got lost in the wood,
And was lonely and sad
Till she came where there stood
The house that belonged to the bears.



AN ILLUSTRATED STORY.

Of course we made the house with a door that would open wide; and the big chair and the middle-sized chair, and the wee baby bear's chair, which had to be broken

all into pieces; and the big bed and the middle-sized bed, and the wee baby bear's bed.

And when clay-day came we made the three bowls for the milk — the father bear's bowl with a big ladle in it, the mother bear's bowl with a big spoon, and the baby bear's with a wee little spoon.

This was as far as I had thought of making forms to accompany the story; but several pairs of nimble hands finished the bowls and made one or another of the bears, so that we had the whole family complete as well as the house and furniture. "Silver Locks" was attempted, but was too far short of the darling ideal to be shown even to me, though the intention and failure were confided.

Aside from what is gained in deftness, care and precision and development of the imagination, there are many lessons given in connection with the cubes, so that there is more than mere amusement in the towers, furniture, steamboats, tents, candles, stairs, etc., that the pupils make.

To copy these forms with their square tablets, is what the girls call picture-making, and it is always done with the liveliest interest. They were first shown that one square was exactly like one face of the little cube, and then letting their fingers trace down one side of the tower, they saw how they could copy it on their cushions, and I think no children enjoy drawing more than these children enjoy making pictures in this way. They get puzzled sometimes, in trying to observe only one side of a figure, as their fingers are apt to touch several sides, or even the whole at once; but they are gradually learning the meaning of "front view," "side view," etc.

It is certainly incomprehensible to blind people that

things can be represented naturally and accurately on a surface which presents only smoothness to their touch. But the square tablets give tangible surface-representations of the solid forms made with the cubes, and through this it is hoped that the children may gain a notion of real pictures.

I suppose every kindergarten has clay on Friday. That delight finishes the week with the Perkins Institute kindergarten children too. There is a joyous bustle as they put on the oversleeves to protect their dresses, and then they listen with beaming faces to the soft thuds which tell that a lump of clay is being put on each board, and try to make the most fanciful things with as much faith as when they undertake every-day forms. Fortunately for the girls, their teacher has the ready tact and imagination needed often to detect the ideal in the rude clay forms. Once, however, even she was at a loss. Little Polly, dear child, full of quaint fancies, had made a puzzling figure, which looked as if she had meant it for a tallow candle which had melted and run down the sides. This guess was hazarded, but received with such surprise that it was hastily withdrawn, and the teacher begged for enlightenment, whereupon Polly explained with much enthusiasm that it was a "May-pole wreathed with flowers." *She* could even tell which were the full-blown roses in the garlands, where we could only see ragged lumps of clay. One of the other girls had attempted a cream pitcher, but finding it a clumsy one, she put a bail on instead of a handle, and a little curved piece near the bottom to lift by, and there it stood, an unmistakable coal hod!

Having only one hour a day for kindergarten, we cannot use all its varied occupations in each week, so we

choose those which seem most useful to our pupils; but such have been the results from this "hour," that Mr. Anagnos feels that all further pupils ought to be received directly into thorough kindergarten modes of instruction. Its importance seems a matter for universal consideration; and we here commend the building and the endowment of kindergartens for the blind children of the nation, alike to the youth of the United States, and the wealthy philanthropists of our time and country. Into such homes, planned expressly for them, the little blind children now living in comfortless quarters with but little or unwise care could be gathered at the true kindergarten age; and there with games and exercises prepared and adapted expressly for them to suit their needs, they would be guarded from hurt in their free frolickings; so that instead of dreading, they would enjoy motion and be tempted into activity, and thus gain physical development, which so many blind people lack. Such children, by the time they reached the age of those now in the kindergarten class, would have the trained fingers, the active disciplined mind and the established character, which never belong to the blind youth whose early years are spent in idleness and depression.

The Perkins Institution as it now stands cannot furnish kindergarten for these little folks. It is already a village in itself, with the main buildings, the cottages, school-houses, gallery, printing-house and workshop. The land is too crowded with buildings, and the buildings with the older pupils, to afford room for any new department, for any such kindergarten and primary school for little blind children from five to ten years of age, as is now demanded; and there is absolutely no national, state or private provision made for the instruction of the blind children under

ten years of age. Mr. Anagnos has issued an earnest appeal for the foundation and endowment of such a department in his last annual report. From it we gather that

the first thing to be done is to secure about five acres of land in a pleasant, healthy location. Making allowance for the buildings which will be needed sooner or later,

five acres would be none too much for the out-of-door life of the pupils, their gardens, playgrounds and walks.

Then they would need a house to live in; for, like the pupils at the institution, they would only go to their own homes in the vacations. Schoolrooms, too, or a schoolhouse, would be demanded immediately, of course, and some big people to take care of the little people — a matron to do the "mothering" and the housekeeping, and others to help her, and two or three or four or more, kindergartnerin — the best, wisest, and most loving of them that could be found.

Mr. Anagnos estimates the sum needed in such a beginning to be twenty-five thousand dollars, for the land, the house, the schoolhouse, the salaries, for one year, of the people who would have the care and teaching of the children and the food and fuel for one year, with other plain necessities.

There is no doubt that this kindergarten must be a work of benevolence; for by far the greater number of blind children are among the very poor. Not more than eight per cent. among the pupils at the institution could possibly pay their own expenses.

But surely there are those among American parents and American children who have the sentiment of Jean Paul, "I love God and little children," and who will be touched by the pitiable condition of these dear sightless little ones, and who will give of their dollars and their pennies to found for them a true kindergarten home.

LIST OF CONTRIBUTORS

To the Kindergarten Fund.

Mrs. E. B. Bigelow,	$50 00
Mrs. J. H. Thorndike,	100 00
Francis Minot, M.D.,	100 00
Richard Sullivan,	50 00
Mrs. B. L. Young,	100 00
Mrs. Mary G. Burt,	5 00
Miss Matilda and Miss Rebecca Goddard,	50 00
Mrs. Sarah S. Fay,	1,000 00
"No Name Club," Brookline, Mass.,	30 00
S. G. Deblois,	25 00
Mrs. P. C. Brooks (two donations),	600 00
Mrs. J. H. Wolcott,	200 00
Miss Morton (through Mr. Thompson Baxter),	500 00
Abbott Lawrence Lowell,	25 00
Mrs. J. B. S. Jackson,	20 00

Further contributions and subscriptions are most earnestly solicited, and will be thankfully received by

EDWARD JACKSON, *Treasurer*,

No. 178 Devonshire Street,

Boston, Mass.

FIFTY-THIRD ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1884.

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 Post Office Square.
1885.

1885. Jan 7,
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Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
SOUTH BOSTON, Oct. 23, 1884.

To the Hon. HENRY B. PEIRCE, *Secretary of State*, Boston.

DEAR SIR: — I have the honor to transmit to you, for the use of the legislature, a copy of the fifty-third annual report of the trustees of this institution to the corporation thereof, together with the usual accompanying documents.

Respectfully,

M. ANAGNOS,
Secretary.

OFFICERS OF THE CORPORATION.

1884-85.

SAMUEL ELIOT, *President.*
JOHN CUMMINGS, *Vice-President.*
EDWARD JACKSON, *Treasurer.*
M. ANAGNOS, *Secretary.*

BOARD OF TRUSTEES.

FRANCIS BROOKS.
JOHN S. DWIGHT.
JOSEPH B. GLOVER.
J. THEODORE HEARD, M. D.
EDWARD N. PERKINS.
JOHN C. PHILLIPS.
SAMUEL M. QUINCY.
LEVERETT SALTONSTALL.
SAMUEL G. SNELLING.
JAMES STURGIS.
GEORGE W. WALES.
JOHN H. WETHERBEE.

STANDING COMMITTEES.

Monthly Visiting Committee,

Whose duty it is to visit and inspect the Institution at least once in each month.

1885.		1885.	
January,	F. Brooks.	July,	S. M. Quincy.
February,	J. S. Dwight.	August,	Leverett Saltonstall.
March,	J. B. Glover.	September,	S. G. Snelling.
April,	J. T. Heard.	October,	James Sturgis.
May,	E. N. Perkins.	November,	G. W. Wales.
June,	J. C. Phillips.	December,	J. H. Wetherbee.

Committee on Education.

J. S. Dwight.
Francis Brooks.
S. M. Quincy.

House Committee.

E. N. Perkins.
G. W. Wales.
Francis Brooks.

Committee on Finance.

J. B. Glover.
James Sturgis.
John C. Phillips.

Committee on Health.

J. Theodore Heard, M.D.
L. Saltonstall.
J. H. Wetherbee.

Auditors of Accounts.

Samuel G. Snelling.
James Sturgis.

OFFICERS OF THE INSTITUTION.

DIRECTOR.

M. ANAGNOS.

MEDICAL INSPECTOR.

JOHN HOMANS, M. D.

LITERARY DEPARTMENT.

Miss OLIVE A. PRESCOTT.
Miss ETTA S. ADAMS.
Miss FRANCES B. WINSLOW.
Miss JULIA A. BOYLAN.
Miss DELLA BENNETT.
Miss MARY C. MOORE.
Miss MARIAN A. HOSMER.
Miss EMMA A. COOLIDGE.

Miss SARAH ELIZABETH LANE, *Librarian.*

MUSICAL DEPARTMENT.

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FRANK H. KILBOURNE.
Miss FREDA BLACK.
Miss MARY L. RILEY.
Miss LUCY A. HAMMOND.
Miss JULIA H. STRONG.
Miss JENNY A. WHEATON.
Mrs. KATE RAMETTI.
C. H. HIGGINS.
EZRA M. BAGLEY.
JULIUS AKEROYD.

Music Readers.

Miss ALLIE S. KNAPP.
Miss IOLA M. CLARKE.

TUNING DEPARTMENT.

JOEL WEST SMITH, *Instructor and Manager.*
GEORGE E. HART, *Tuner.*

INDUSTRIAL DEPARTMENT.

Workrooms for Juveniles.

JOHN H. WRIGHT, *Work Master.*
Miss A. J. DILLINGHAM, *Work Mistress.*
Miss CORA L. DAVIS, *Assistant.*
THOMAS CARROLL, *Assistant.*

Workshop for Adults.

ANTHONY W. BOWDEN, *Manager.*
P. MORRILL, *Foreman.*
Miss M. A. DWELLY, *Forewoman.*
Miss ELLEN M. WHEELOCK, *Clerk.*

DOMESTIC DEPARTMENT.

Steward.

ANTHONY W. BOWDEN.

Matron.

Miss MARIA C. MOULTON.
Miss ELLA F. FORD, *Assistant.*

Housekeepers in the Cottages.

Mrs. M. A. KNOWLTON.
Mrs. L. S. SMITH.
Miss BESSIE WOOD.
Mrs. SOPHIA C. HOPKINS.

PRINTING DEPARTMENT.

DENNIS A. REARDON, ... *Manager.*
Miss ELIZABETH S. HOWE, *Printer.*
Miss MARTHA F. ROWELL, "

Miss ELLEN B. WEBSTER, *Book-keeper.*

MEMBERS OF THE CORPORATION.

All persons who have contributed twenty-five dollars to the funds of the institution, all who have served as trustees or treasurer, and all who have been elected by special vote, are members.

Adams, John A., Providence.
Adams, Waldo, Boston.
Alden, Mrs. Sara B., Boston.
Aldrich, Mrs. Sarah, Boston.
Alger, Rev. William R., Boston.
Ames, F. L., Boston.
Ames, Miss H. A., Easton.
Ames, Oliver, Boston.
Amory, C. W., Boston.
Amory, James S., Boston.
Amory, William, Boston.
Amory, Mrs. William, Boston.
Anagnos, M., Boston.
Andrews, Francis, Boston.
Appleton, Miss Emily G., Boston.
Appleton, Mrs. William, Boston.
Apthorp, William F., Boston.
Atkins, Mrs. Elisha, Boston.
Atkinson, Edward, Boston.
Atkinson, William, Boston.
Austin, Edward, Boston.
Aylesworth, H. B., Providence.
Bacon, Edwin M., Boston.
Baldwin, William H., Boston.
Baker, Mrs. E. M., Boston.
Baker, Mrs. E. W., Dorchester.
Baker, Ezra H., Boston.
Baker, Miss M. K., Boston.
Barbour, E. D., Boston.
Barker, Joseph A., Providence.
Barstow, Amos C., Providence.
Barrows, Rev. S. J., Dorchéster.
Beal, J. H., Boston.
Beard, Hon. Alanson W., Boston.
Beckwith, Miss A. G., Providence.
Beckwith, Mrs. T., Providence.
Beebe, J. A., Boston.
Bennett, Mrs. Eleanor, Billerica.
Bigelow, Mrs. E. B., Boston.
Binney, William, Providence.
Black, G. N., Boston.
Blake, James H., Boston.
Blanchard, G. D. B., Malden.
Bourn, Hon. A. O., Bristol, R. I.
Bouvé, Thomas T., Boston.
Bowditch, Mrs. E. B., Boston.
Bowditch, J. I., Boston.
Bowditch, Mrs. J. I., Boston.
Brackett, Miss Nancy, Boston.
Bradlee, F. H., Boston.
Bradlee, Mrs. F. H., Boston.
Bradlee, J. P., Boston.
Brewer, Miss C. A., Boston.
Brewer, Mrs. Mary, Boston.

Brewster, Osmyn, Boston.
Brimmer, Hon. Martin, Boston.
Brooks, Francis, Boston.
Brooks, Mrs. F. A., Boston.
Brooks, Peter C., Boston.
Brooks, Rev. Phillips, Boston.
Brooks, Shepherd, Boston.
Brown, John A., Providence.
Brown, Mrs. John C., Providence.
Browne, A. Parker, Boston.
Bullard, W. S., Boston.
Bullock, Miss Julia, Providence.
Bundy, James J., Providence.
Burnett, Joseph, Boston.
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Cabot, Samuel, M. D., Boston.
Cabot, Mrs. Samuel, Sen., Boston.
Cabot, W. C., Boston.
Callender, Walter, Providence.
Carpenter, Charles E., Providence.
Carter, Mrs. Helen B., West Newton.
Carter, J. H., Roxbury.
Cary, Mrs. W. F., Boston.
Chandler, P. W., Boston.
Chandler, Theophilus P., Brookline.
Chace, J. H., Valley Falls, R. I.
Chace, J., Providence.
Chapin, E. P., Providence.
Charles, Mrs. Mary C., Melrose.
Cheever, Dr. David W., Boston.
Cheney, Benjamin P., Boston.
Chickering, George H., Boston.
Chickering, Mrs. Sarah M., Joy Mills, Pa.
Claflin, Hon. William, Boston.
Clapp, William W., Boston.
Clarke, Mrs. Jas. Freeman, Boston.
Clarke, James W., Boston.
Clement, Edward H., Boston.
Coats, James, Providence.
Cobb, Mrs. Freeman, Boston.
Cobb, Samuel C., Boston.
Cobb, Samuel T., Boston.
Cochrane, Alexander, Boston.
Coffin, Mrs. W. E., Boston.
Colt, Samuel P., Bristol, R. I.
Conant, Mrs. Rebecca, Amherst, N. H.
Coolidge, Dr. A., Boston.
Coolidge, J. R., Boston.
Coolidge, Mrs. J. R., Boston.
Coolidge, J. T., Boston.
Coolidge, Mrs. J. T., Boston.
Coolidge, T. Jefferson, Boston.
Corliss, George H., Providence.
Cotting, C. U., Boston.
Crane, Zenas M., Dalton.
Crosby, Joseph B., Boston.
Crosby, William S., Boston.
Cruft, Miss Annah P., Boston.
Cruft, Miss Harriet O., Boston.
Cummings, Charles A., Boston.
Cummings, Hon. John, Woburn.
Curtis, C. A., Boston.
Curtis, George S., Boston.
Curtis, Mrs. Margarette S., Boston.
Dana, Mrs. Samuel T., Boston.
Dalton, C. H., Boston.
Dalton, Mrs. C. H., Boston.
Darling, L. B., Pawtucket, R. I.
Davis, Miss A. W., Boston.
Day, Daniel E., Providence.
Deblois, Stephen G., Boston.
Denny, George P., Boston.
Devens, Rev. Samuel A., Boston.
Dexter, Mrs. F. G., Boston.
Ditson, Oliver, Boston.

Dunnell, Jacob, Pawtucket, R. I.
Dwight, John S., Boston.
Eaton, W. S., Boston.
Eliot, Dr. Samuel, Boston.
Emery, Francis F., Boston.
Emery, Isaac, Boston.
Emmons, J. L., Boston.
Emmons, Mrs. Nath'l H., Boston.
English, Jas. E., New Haven, Conn.
Endicott, Henry, Boston.
Endicott, William, Jr., Boston.
Ernst, C. W., Boston.
Farnam, Mrs. A. G., New Haven.
Fay, H. H., Boston.
Fay, Mrs. H. H., Boston.
Fay, Miss Sarah B., Boston.
Fay, Mrs. Sarah S., Boston.
Fellows, R. J., New Haven, Conn.
Ferguson, Mrs. C. H., Dorchester.
Ferris, M. C., Boston.
Fisk, Rev. Photius, Boston.
Fiske, J. N., Boston.
Folsom, Charles F., M. D., Boston.
Forbes, J. M., Milton.
Foster, F. C., Boston.
Freeman, Miss Hattie E., Boston.
French, Jonathan, Boston.
Frothingham, A. T., Boston.
Frothingham, Rev. Fred'k, Milton.
Galloupe, C. W., Boston.
Gammell, Prof. Wm., Providence.
Gammell, Mrs. Wm., Providence.
Gardiner, Charles P., Boston.
Gardner, George, Boston.
Gardner, George A., Boston.
Gardner, Henry W., Providence.
George, Charles H., Providence.
Gill, Mrs. Frances A., Boston.
Gill, Mrs. Sarah A., Worcester.
Glidden, W. T., Boston.
Glover, A., Boston.
Glover, J. B., Boston.
Goddard, Benjamin, Brookline.
Goddard, Miss Matilda, Boston.
Goddard, Miss Rebecca, Boston.
Goddard, T. P. I., Providence.
Goddard, William, Providence.
Goff, Darius L., Pawtucket, R. I.
Goff, L. B., Pawtucket, R. I.
Gray, Mrs. Horace, Boston.
Greene, Benj. F., Central Falls, R. I.
Greene, S. H., River Point, R. I.
Greenleaf, Mrs. Jas, Charlestown.
Greenleaf, R. C., Boston.
Griffin, S. B., Springfield.
Grosvenor, William, Providence.
Grover, William O., Boston.
Guild, Mrs. S. E., Boston.
Hale, Rev. Edward E., Boston.
Hale, George S., Boston.
Hall, J. R., Boston.
Hall, Miss L. E., Hanover.
Hall, Mrs. L. M., Boston.
Hall, Miss Minna B., Longwood.
Hardy, Alpheus, Boston.
Harwood, George S., Boston.
Haskell, Edwin B., Auburndale.
Hayward, Hon. Wm. S., Providence.
Hazard, Rowland, Providence.
Heard, J. T., M. D., Boston.
Hearst, Mrs. Phebe A., San Francisco, Cal.
Hemenway, Mrs. A., Jr., Boston.
Hendricken, Rt. Rev. T. F., Providence.
Herford, Rev. Brooke, Boston.
Higginson, George, Boston.
Higginson, Henry Lee, Boston.
Hill, Hon. Hamilton A., Boston.
Hill, Mrs. T. J., Providence.

Hilton, William, Boston.
Hogg, John, Boston.
Hooper, E. W., Boston.
Hooper, R. W., M. D., Boston.
Hoppin, Hon. W. W., Providence.
Hovey, George O., Boston.
Hovey, William A., Boston.
Howard, Hon. A. C., Providence.
Howard, Mrs. Chas. W., California.
Howard, Hon. Henry, Providence.
Howe, Mrs. Julia Ward, Boston.
Howe, Mrs. Virginia A., Boston.
Howes, Miss E., Boston.
Houghton, Hon. H. O., Cambridge.
Hunnewell, F. W., Boston.
Hunnewell, H. H., Boston.
Hunt, Moses, Charlestown.
Inches, H. B., Boston.
Ives, Mrs. Anna A., Providence.
Jackson, Charles C., Boston.
Jackson, Edward, Boston.
Jackson, Mrs. J. B. S., Boston.
Jackson, Patrick T., Boston.
Jackson, Mrs. Sarah, Boston.
James, Mrs. Julia B. H., Boston.
Johnson, Samuel, Boston.
Jones, Miss Ellen M., Boston.
Joy, Mrs. Charles H., Boston.
Kasson, Rev. F. H., Boston.
Kellogg, Mrs. Eva D., Boston.
Kendall, C. S., Boston.
Kennard, Martin P., Brookline.
Kent, Mrs. Helena M., Boston.
Kidder, H. P., Boston.
Kinsley, E. W., Boston.
Lang, B. J., Boston.
Lawrence, Abbott, Boston.
Lawrence, Amos A., Longwood.
Lawrence, Edward, Charlestown.
Lawrence, James, Boston.
Lawrence, Mrs. James, Boston.
Lawrence, William, Lawrence.
Lee, Henry, Boston.
Lincoln, L. J. B., Hingham.
Linzee, J. T., Boston.
Linzee, Miss Susan I., Boston.
Lippitt, Hon. Henry, Providence.
Littell, Miss S. G., Brookline.
Little, J. L., Boston.
Littlefield, Hon. A. H., Pawtucket.
Littlefield, D. G., Pawtucket.
Lodge, Mrs. A. C., Boston.
Lodge, Henry C., Boston.
Lothrop, John, Auburndale.
Lovett, George L., Boston.
Lowell, Abbott Lawrence, Boston.
Lowell, Augustus, Boston.
Lowell, Miss A. C., Boston.
Lowell, Francis C., Boston.
Lowell, George G., Boston.
Lowell, Mrs. John, Boston.
Lowell, Miss Lucy, Boston.
Lyman, Arthur T., Boston.
Lyman, George H., M.D., Boston.
Lyman, J. P., Boston.
Lyman, Theodore, Boston.
McAuslan, John, Providence.
Mack, Thomas, Boston.
Macullar, Addison, Boston.
Marcy, Fred I., Providence.
Marston, S. W., Boston.
Mason, Miss E. F., Boston.
Mason, Miss Ida M., Boston.
Mason, I. B., Providence.
May, Miss Abby W., Boston.
May, F. W. G., Dorchester.
McCloy, J. A. Providence.
Means, Rev. J. H., D.D., Dorchester.
Merriam, Mrs. Caroline, Boston.

Merriam, Charles, Boston,
Merriam, Mrs. D., Boston.
Metcalf, Jesse, Providence.
Minot, Francis, M.D., Boston.
Minot, Mrs. G. R., Boston.
Minot, William, Boston.
Mixter, Miss Helen K., Boston.
Mixter, Miss Madelaine C., Boston.
Morrill, Charles J., Boston.
Morse, S. T., Boston.
Morton, Edwin, Boston.
Motley, Edward, Boston.
Moulton, Miss Maria C., Boston.
Nevins, David, Boston.
Nichols, J. Howard, Boston.
Nichols, R. P., Boston.
Nickerson, Andrew, Boston.
Nickerson, Mrs. A. T., Boston.
Nickerson, George, Jamaica Plain.
Nickerson, Miss Priscilla, Boston.
Nickerson, S. D., Boston.
Norcross, Miss Laura, Boston.
Noyes, Hon. Charles J., Boston.
O'Reilly, John Boyle, Boston.
Osgood, J. F., Boston.
Osborn, John T., Boston.
Owen, George, Providence.
Paine, Mrs. Julia B., Boston.
Paine, Robert Treat, Jr., Boston.
Palfrey, J. C., Boston.
Palmer, John S., Providence.
Parker, Mrs. E. P., Boston.
Parker, E. Francis, Boston.
Parker, Henry G., Boston.
Parker, Richard T., Boston.
Parkman, Francis, Boston.
Parkman, George F., Boston.
Parsons, Thomas, Chelsea.
Payson, S. R., Boston.
Peabody, Rev. A. P., D.D., Cambridge.
Peabody, F. H., Boston.
Peabody, O. W., Milton.
Peabody, S. E., Boston.
Peirce, Rev. Bradford K., D.D., Boston.
Perkins, A. T., Boston.
Perkins, Charles C., Boston.
Perkins, Edward N., Jamaica Plain.
Perkins, William, Boston.
Peters, Edward D., Boston.
Phillips, John C., Boston.
Pickett, John, Beverly.
Pickman, W. D., Boston.
Pickman, Mrs. W. D., Boston.
Pierce, Hon. H. L., Boston.
Pierson, Mrs. Mary E., Windsor, Conn.
Potter, Mrs. Sarah, Providence.
Pratt, Elliott W., Boston.
Prendergast, J. M., Boston.
Preston, Jonathan, Boston.
Pulsifer, R. M., Boston.
Quincy, George Henry, Boston.
Quincy, Samuel M., Wollaston.
Reardon, Dennis A., Boston.
Rice, Hon. A. H., Boston.
Rice, Fitz James, Providence.
Richardson, George C., Boston.
Richardson, Mrs. Jeffrey, Boston.
Richardson, John, Boston.
Robbins, R. E., Boston.
Robeson, W. R., Boston.
Robinson, Henry, Reading.
Rodman, S. W., Boston.
Rodocanachi, J. M., Boston.
Rogers, Henry B., Boston.
Rogers, Jacob C., Boston.
Ropes, J. C., Boston.

Ropes, J. S., Jamaica Plain.
Rotch, Miss Anne L., Boston.
Rotch, Mrs. Benjamin S., Boston.
Rotch, Miss Edith, Boston.
Russell, Henry G., Providence.
Russell, Mrs. Henry G., Providence.
Russell, Miss Marian, Boston.
Russell, Mrs. S. S., Boston.
Saltonstall, H., Boston.
Saltonstall, Leverett, Newton.
Sanborn, Frank B., Concord.
Sayles, F. C., Pawtucket, R. I.
Sayles, W. F., Pawtucket, R. I.
Schlesinger, Barthold, Boston.
Schlesinger, Sebastian B., Boston.
Sears, David, Boston.
Sears, Mrs. David, Boston.
Sears, Mrs. Fred., Jr., Boston.
Sears, F. R., Boston.
Sears, Mrs. K. W., Boston.
Sears, Mrs. P. H., Boston.
Sears, Mrs. S. P., Boston.
Sears, W. T., Boston.
Sharpe, L., Providence.
Shaw, Mrs. G. H., Boston.
Shaw, Henry S., Boston.
Shaw, Quincy A., Boston.
Shepard, Mrs. E. A., Providence.
Sherwood, W. H., Boston.
Shimmin, C. F., Boston.
Shippen, Rev. R. R., Washington.
Sigourney, Mrs. Henry, Boston.
Sigourney, Mrs. M. B., Boston.
Slack, C. W., Boston.
Slater, H. N., Jr., Providence.
Snelling, Samuel G., Boston.
Spaulding, J. P., Boston.
Spaulding, M. D., Boston.
Spencer, Henry F., Boston.
Sprague, F. P., Boston.
Sprague, S. S., Providence.
Stanwood, Edward, Brookline.
Stearns, Charles H., Brookline.
Steere, Henry J., Providence.
Stewart, Mrs. C. B., Boston.
Stone, Joseph L., Boston.
Sturgis, Francis S., Boston.
Sturgis, J. H., Boston.
Sturgis, James, Boston.
Sullivan, Richard, Boston.
Sweetser, Mrs. Anne M., Boston.
Taggard, B. W., Boston.
Taggard, Mrs. B. W., Boston.
Thaxter, Joseph B., Hingham.
Thayer, Miss Adele G., Boston.
Thayer, Miss A. G., Andover.
Thayer, Rev. George A., Cincinnati.
Thomas, H. H., Providence.
Thorndike, Delia D., Boston.
Thorndike, Mrs. J. H., Boston.
Thorndike, S. Lothrop, Cambridge.
Thurston, Benj. F., Providence.
Tingley, S. H., Providence.
Tolman, Joseph C., Hanover.
Tingue, J. H., Seymour, Conn.
Torrey, Miss A. D., Boston.
Troup, John E., Providence.
Tucker, W. W., Boston.
Turner, Miss Abby W., Boston.
Turner, Miss Alice M., Boston.
Turner, Miss Ellen J., Boston.
Turner, Mrs. M. A., Providence.
Underwood, F. H., Boston.
Upton, George B., Boston.
Villard, Mrs. Henry, New York.
Wales, George W., Boston.
Wales, Miss Mary Ann, Boston.
Wales, Thomas B., Boston.
Ward, Rev. Julius H., Boston.
Ware, Charles E., M.D., Boston.

Ware, Mrs. Charles E., Boston.
Warren, J. G., Providence.
Warren, S. D., Boston.
Warren, Mrs. Wm. W., Boston.
Washburn, Hon. J. D., Worcester.
Weeks, A. G., Boston.
Weeks, James H., Boston.
Welch, E. R., Boston.
Weld, Otis E., Boston.
Weld, R. H., Boston.
Weld, Mrs. W. F., Philadelphia.
Weld, W. G., Boston.
Wesson, J. L., Boston.
Wheeler, Nathaniel, Bridgewater, Conn.
Wheelwright, A. C., Boston.
Wheelwright, John W., Boston.
White, B. C., Boston.
White, C. J., Cambridge.
White, Charles T., Boston.
White, G. A., Boston.
Whiting, Ebenezer, Boston.
Whitman, Sarah W., Boston.
Whitney, Edward, Belmont.
Whitney, E., Boston.
Whitney, H. A., Boston.
Whitney, H. M., Boston.
Whitney, Mrs., Boston.
Whitney, Miss, Boston.
Wigglesworth, Miss Ann, Boston.
Wigglesworth, Edward, M.D., Boston.
Wigglesworth, Thomas, Boston.
Wightman, W. B., Providence.
Wilder, Hon. Marshall P., Dorchester.
Williams, Geo. W. A., Boston.
Winslow, Mrs. George, Roxbury.
Winsor, J. B., Providence.
Winthrop, Hon. Robert C., Boston.
Winthrop, Mrs. Robert C., Boston.
Wolcott, J. H., Boston.
Wolcott, Mrs. J. H., Boston.
Woods, Henry, Paris, France.
Worthington, Roland, Roxbury.
Young, Mrs. B. L., Boston.
Young, Charles L., Boston.

SYNOPSIS OF THE PROCEEDINGS

OF THE

ANNUAL MEETING OF THE CORPORATION.

BOSTON, Oct. 8, 1884.

The annual meeting of the corporation, duly summoned, was held to-day at the institution, and was called to order by the president, Samuel Eliot, LL.D., at 3 P.M.

The proceedings of the last two meetings were read by the secretary, and declared approved.

Mr. John S. Dwight presented the report of the trustees, which was read, accepted, and ordered to be printed with that of the director, and the usual accompanying documents.

The treasurer *pro tempore*, Mr. James Sturgis, read his report, which was accepted, and ordered to be printed.

All the officers of the past year were reëlected.

The following persons were afterwards added to the list of the members of the corporation by a unanimous vote: Rev. Bradford K. Peirce, D.D., Rev. Brooke Herford, Edwin M. Bacon, J. H.

Tingue, Rev. F. H. Kasson, S. B. Griffin, James W. Clarke, and Nathaniel Wheeler.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to visit the various departments of the school and inspect the premises.

M. ANAGNOS,
Secretary.

Commonwealth of Massachusetts.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
SOUTH BOSTON, Oct. 1, 1884.

TO THE MEMBERS OF THE CORPORATION.

Gentlemen and Ladies: — By requirement of law and custom, we have the honor to present to you, and, through you, to the legislature, a brief report of the progress and condition of the institution under our charge for the financial year ending Sept. 30, 1884, — this being the fifty-third annual report.

1. No important change has been made in the manner of conducting the affairs of the institution, nor has any exceptional event of consequence occurred. The school — for this is what the institution essentially and practically is, and in no sense an "asylum" for the blind, as it is too often called — has been carried on upon the same principles and methods, under the same wise and admirable supervision, and mainly through the

same faithful and efficient corps of teachers, mostly women, as for several years past.

For fuller statements you have only to turn to the printed reports of those years.

The educational sub-committee of this board, in all their visits to the class-rooms and the weekly exhibitions, have remarked continual improvement, of a genuine and healthy sort, in all departments of the education, physical and moral, as well as intellectual. And the trustees desire hereby to congratulate you and themselves, and the whole philanthropic public, on the good providence which raised up at the right moment such a successor to the honored founder of the institution, as it enjoys in the person of its present director.

The total number of blind persons immediately connected with the institution at the end of the year was 166, of whom 132 were pupils, the rest being teachers, employés and workmen and women. Of the pupils, 66 are boys and 66 girls.

The details of the admissions and discharges will appear in the report of the director.

The applications for admission for the term just begun have been larger than ever before. The increase has been greatest in the girls' department, — to such an extent indeed, that the director has had difficulty in finding room for the accommodation of all. It is a singular fact, which may or may not admit of scientific explanation, and be reducible to rule, that this year, and for three

years past, the number of girls offered has been much larger than that of boys, the contrary having always been the case before.

The general health of the inmates has been better than it was last year, though hardly up to the clean record of many years before that. In December there were several cases of diphtheria among the girls. The little patients were sent home, or to the city hospital, the cottages were thoroughly fumigated, bed-clothing disinfected, drains carefully examined by an agent of the board of health, and pronounced flawless. Two more cases, in a mild form, occurred in January, and were treated in the same way, Since then, the health of the girls has been remarkably good; and so has been that of the boys throughout the year, with the exception of one case of diphtheria, and numerous severe colds and sore throats in May and June, which rendered several of the pupils unable to perform their parts in the graduation festival.

2. Commencement Exercises.

These exercises took place at Tremont Temple, on Tuesday afternoon, June 3, before an audience which completely filled the floor and galleries of the great hall, — while admission could not be granted to almost an equal crowd of later applicants; an audience representing the most intelli-

gent, earnest and philanthropic people of Boston and the state.

The president of your corporation, Dr. Samuel Eliot, who had been expected to preside, and His Excellency Governor Robinson, who had promised an address, were kept away by imperative engagements. Consequently there was not much speech-making to add to the sufficient length of the programme of the pupils' exercises, which naturally constitute the paramount interest of such an occasion. These were excellent throughout, and held the closest attention of the delighted audience to the very end. They were sufficiently varied to illustrate (so far as possible in the brief space of two hours, — and there was no time lost, so perfect was the mechanism of all the changes — scene-shifting, one might say) most of the important phases and branches of the education.

Short original essays, delivered by three of the young ladies, showed clear, consistent thought, chaste, concise expression, and a very distinct and natural style of elocution. One young man gave a practical exercise in physics, — experiments with the air-pump — evincing theoretic comprehension, dexterous manipulation, and a good lecturer's happy way of making his point clear. This was but one of the many specimens of this kind which could have been produced. The examples of ready reading with the fingers, and the exercises in geography, were indeed wonderful to witness.

The gymnastics, calisthenics, and the military drill combined ease and accuracy of movement with attractive grace and beauty; it all told of health and happiness, the *mens sana in corpore sano*.

The musical part of the exhibition, in spite of some omissions occasioned by colds among the boys, enlivened, and relieved the whole with well-rendered good selections for organ, band and solo-playing, chorus and solo singing, as well as with accompaniment for the timing and inspiring of the gymnastic and the choregraphic movements.

Kindergarten. But the most interesting feature of the programme appeared in the living practical example of the fruits of object teaching, or the kindergarten method, — that entering wedge of common sense in education, that return to nature's divine, instinctive method. These were presented by a bright and charming group of the youngest girls and boys. While their minds and fingers were busied in modelling their various devices in clay, or in simple card embroidery, etc., the time was also improved by an instructive and cogent appeal made by Mr. C. W. Ernst in behalf of the much needed fund for a kindergarten for blind children between the ages of five and nine, to save them and prepare them, before it is too late, for the more advanced tuition of the Perkins institution. Mr. Ernst set forth the duty of the state and of society to educate its blind, and give them

the equivalent of the common school education, which is enjoyed by all seeing children as a right. He cited the opinion of experts, that, by proper care in this early and critical period of life, about forty per cent. of the cases of blindness might be cured or prevented. The total number of the blind in New England is not far from 5,000 — about one blind person to every thousand inhabitants. He dwelt on the mournful fact that, of the 50,000 blind in this country, less than 2,500 are at school, and that *the principle of compulsory education is not applied to those who need it most.* He estimated that the support of the helpless blind costs the country some *seven and a half millions of dollars*, in spite of the fact proved by institutions like our own, that, with reasonable instruction, and good moral and social influences, the blind can be made not only happy, but self-supporting and comparatively independent. For this reason, the establishment, on a generous and broad foundation, of a well equipped primary school, or kindergarten, for the blind of New England is a matter of great public urgency.

Mr. Ernst's remarks were briefly supplemented by the director, Mr. Anagnos, whose whole heart is in this enterprise, who had only time to begin to tell of the promising, but as yet very inadequate beginning of a subscription to this end. The trustees, before the summer adjourned, appointed a committee of their number, who will now at once,

and in earnest, set about the work of soliciting subscriptions toward the beginning of the realization of this most important scheme of education. It had been fondly hoped that sufficient means would be raised to ensure the purchase of a place, in the neighborhood of Boston, for the planting of the nucleus of such a school this very autumn; but so far we wait in vain.

The whole matter, under all its aspects, will be fully presented in the report of the director.

To return for a moment to the commencement exercises, the number of pupils who received diplomas this time was only *three*, whereas in the year before it was *six;* the diploma being rigidly limited to those, however few, who have accomplished the whole (seven years) course of studies to the satisfaction of all their teachers. The three graduates, this time, were girls; one of them, to whom was assigned the part of honor, the valedictory address, being colored. They go out into the world well qualified for usefulness to society, and for self-respecting self-support; openings having been already found for them either in teaching or in some industrial occupation.

3. Printing Embossed Books for the Blind.

The work of the "Howe Memorial Press" has gone on with the usual steadiness and vigor. During the year, the following books have been added to our list of publications: — "Bible Stories

in Bible Language," by Emilie Poulsson; Scott's "Lay of the Last Minstrel," with 37 of his smaller favorite poems; "Byron's Poetry," selected and arranged by Matthew Arnold; and "Life and her Children; a reader of Natural History," compiled from the writings of Mrs. Arabella B. Buckley and from Huxley's lectures on biology, by two of the teachers in the girls' department, Miss Della Bennett and Miss Cora A. Newton.

We have in press Bulwer's "Last Days of Pompeii," in three good-sized volumes, one of which is already in use, and the other two will soon be finished. Arrangements are also being made for the publication of a comprehensive series of music in the *Braille point system*, beginning with simple exercises, and including masterpieces of the great composers.

The experience of another year confirms the conviction that the books issued by the "Howe Memorial Press" are a boon and a blessing, not only as a source of solace and happiness to the blind of New England, but likewise as an impetus to their education and an incitement to their intellectual progress.

4. Finances.

The report of the treasurer, herewith presented, sets forth fully and clearly the receipts of money from all sources, the disbursements, and the changes of investments, made during the year, showing the financial condition of the institution to be satis-

factory. This exhibit may be summarized as follows; taking the formula of last year's report: —

Cash in hands of treasurer, Oct. 1, 1883, . .	$1,627 47
Total receipts of the treasurer from all sources during the year (including collections of payable notes), ...	122,769 11
	$124,396 58
His total expenditure and investments, . .	103,727 89
Balance, ...	$20,668 69

Changes of investments are made by the advice of the committee on finance.

In the absence (in Europe) of our treasurer, Mr. Edward Jackson, the board have elected Hon. James Sturgis to fill his place temporarily.

The auditing committee, to whom thanks are due for much faithful labor, have watched over the expenses with their accustomed care, and have scrutinized the accounts regularly and critically.

A legacy of $7,401.76 has been received from the estate of Miss Eunice M. Gridley, of Cambridge, during the year; and the late lamented Dr. John H. Dix, the distinguished oculist, and always a good friend to the blind, has bequeathed to the institution the sum of $10,000, which will become available in due time.

5. Repairs and Improvements.

The cottages, school-house and walk-gallery in the girls' department have been thoroughly repaired and repainted outside, and present a very pleasant appearance.

A great portion of the dilapidated wooden fence on Fourth street has been replaced by one of iron.

The renovation of the interior of the main building has again this year been carried a few steps forward. The music rooms on the second story and several others on the first, 28 in all, have been replastered, the doors, wainscotting, frames and blinds replaced by new ones of hard wood; and the walls and ceilings painted.

6. Workshop for Adults.

This department has continued to suffer during the past year, in common with most industrial enterprises.

The expenditures for the year amount to	$16,621 50	
Decrease of stock and debts due Oct. 1st, 1884, . . .	54 50	
		$16,676 00
The receipts for the year amount to		15,909 04
		$766 96

Thus the cost of carrying on the workshop, over and above the receipts, has been $766.96.

The loss to the treasury of the institution, compared with that of the previous year, has been increased by $210.69.

This department is not so extensively patronized as such a business should be. Nor is the quality of its work duly appreciated, except by a few families which have for years bought all their mattresses, etc., here, by decided preference on the ground of better quality than they find elsewhere. For these reasons the shop has become a burden to the institution. But its utility in keeping so many meritorious blind persons out of the almshouses is so evident that no one questions it. It would seem that some new means should be devised for keeping its claims, too apt to be forgotten, more constantly before the public.

We ask for increase of patronage on business principles, and not for charity.

7. Death of Members.

Death has been busy in the midst of us this past year. Out of the 443 names composing the last printed list of members of this corporation, fifteen have died within the year and up to the re-opening of the school, namely:

Thomas G. Appleton, Mrs. Peter C. Brooks, John L. Gardner, Ignatius Sargent, Senator Anthony, of Providence, R. I., Stephen Salisbury, of Worcester, Amos D. Lockwood, of Providence, Samuel Ward, of New York, George W. Daniel-

son (editor of the "Providence Journal," who headed the list of subscriptions to the printing fund in his city and wrote several pathetic appeals in his paper), Mrs. Theodore Chase, George Baty Blake, Harvey D. Parker, Wm. H. Gardiner, J. M. Jones, and Dr. John H. Dix.

All these were valued members and good friends of the blind. May their example bear fruit!

All which is respectfully submitted by

FRANCIS BROOKS,
JOHN S. DWIGHT,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
EDWARD N. PERKINS,
JOHN C. PHILLIPS,
SAMUEL M. QUINCY,
LEVERETT SALTONSTALL,
SAMUEL G. SNELLING,
JAMES STURGIS,
GEORGE W. WALES,
JOHN H. WETHERBEE,

Trustees.

THE REPORT OF THE DIRECTOR.

To the Board of Trustees.

Gentlemen: — In compliance with usage and precedent, I have the honor to submit to you the report of the director on the workings of the institution and the administration of its internal affairs.

Before entering upon the details of my account I beg to be permitted to say at the outset, with unfeigned pleasure, that during the past year the institution has maintained its career of usefulness and efficiency in an eminent degree and that nothing has occurred to interrupt the even tenor of its operations.

The pupils have been diligent in study, and generally correct and praiseworthy in their behavior. The friendly relations and kindly feelings which exist between them and those in authority are mutually creditable, and indicate that the government of the establishment is free from arbitrariness and unreasonable restrictions, and that candor, fairness, honor and truth constitute its essential elements.

The success which has crowned the beneficent ministrations of the school is very gratifying, and

portends not only the continuance but the increase of its usefulness, and the attainment of a higher degree of excellence in its work.

Number of Inmates.

The total number of blind persons connected with the institution in its various departments at the beginning of the past year as pupils, teachers, employés and workmen and women, was 160. There have since been admitted, 31; 25 have been discharged; making the present total number 166.

Of these, 145 are in the school proper, and 21 in the workshop for adults.

The first class includes 132 boys and girls enrolled as pupils, 10 teachers and 3 domestics. Of the pupils, there are now 127 in attendance, 5 being temporarily absent on account of feeble health or from various other causes.

The second class comprises 16 men and 5 women employed in the industrial department for adults.

The number of scholars has been steadily increasing, and the tendency to the disproportionate preponderance of the gentler sex, which was mentioned in the last annual report, has continued stronger than heretofore. As a consequence the capacity of our accommodations in the girls' department was taxed during the past year to the utmost. Nevertheless, no suitable candidate was refused admission.

The establishment of the kindergarten may eventually lessen this pressure somewhat: but it will not remedy existing difficulties.

There are at present several applicants just of the proper age and of average intelligence, who are waiting for vacancies to occur either by graduation, or otherwise, and who are therefore losing most precious time. For these and all others who may soon present themselves, asking for the advantages of education, immediate provision should be made, and measures should at once be taken either to procure or to build an additional cottage somewhere.

Health of the Household.

The year has been favored by the continuance of many of the blessings which in past times have called for so much gratitude and thankfulness. But there has been a perceptible want in one of them, — perhaps the most important of all, — the health of the household.

At the very beginning of the term one of the pupils in the boys' department was taken ill with symptoms of typhoid fever, which he had evidently contracted at home. At the advice of our medical inspector, Dr. Homans, the patient was speedily removed to the city hospital, where he received excellent medical treatment and nursing, and whence he came out restored to health in a few weeks.

No other case of illness of any kind occurred in this department until the latter part of May, when one of the boys had the diphtheria, and a number of others were confined to bed with sore throats and with a severe influenza bordering almost on pneumonia, so that several of the pupils were not able to take part in the commencement exercises at Tremont Temple on the 3d of June. Happily they all recovered soon, and the sanitary horizon of the establishment was as cloudless as ever, before the close of the school session.

In the girls' department diphtheria in a light form invaded the household at three different times during the months of November, December, and January, and six of the younger children were attacked by it. Five of these were readily received and successfully treated at the city hospital, and one at home. They all returned to their work with a reasonable measure of strength and without any constitutional weakness resulting from the disease, and for the remainder of the year the inmates of the cottages were favored with a remarkable degree of health.

It is my pleasant duty to acknowledge in this connection the uniform courtesy and readiness with which the superintendent of the city hospital, Dr. George H. M. Rowe, and his assistants, opened their doors to such of our pupils as we deemed it necessary to remove at once from our buildings and send to them, and to express my

gratitude for the friendly attention and kind care which they bestowed invariably upon each and all blind children placed under their treatment.

I fear that few of the wealthy citizens of Boston are aware that the department for contagious diseases of this hospital is one of the most important factors of public health, aiding as it does to prevent the spread of infection among the inmates of crowded tenement-houses and to check epidemics. If it were well known among the favored sons and daughters of benevolence how valuable are its beneficent ministrations to the poor and what a great comfort and relief it often affords to many a distressed household, I doubt not that the necessary means might be easily obtained for the increase of its capacity and usefulness.

The School and its Founder.

Were a star quenched on high,
For ages would its light,
Still travelling downward from the sky,
Shine on our mortal sight.

So when a great man dies,
For years beyond our ken
The light he leaves behind him lies
Upon the paths of men.

Longfellow.

A careful examination and study of the history and present condition of the institution must

prove a source of pride and congratulation to its friends and patrons.

The school is the product of the last fifty-two years. During this time it has grown from small beginnings to its present proportions. Many faithful and self-sacrificing persons have devoted to it the conscientious labor of the best part of their lives, and have placed the blind under a debt of lasting gratitude. But the first and last link in this solid chain of earnest workers was the eminent founder of the establishment.

Dr. Howe was the king of its creation, the motive power of its advancement, the promoter of its beneficence, the director and ruler of its destinies, and the crown of its success. He tilled and prepared the ground of its organization with the vigor and skill of a sagacious husbandman, steeped the seeds of its existence in the spirit of perennial life and energy, and watched its development and growth with parental solicitude. From the day that he put his hand to the plough to that when he was stricken down, the fire burned with undiminished heat and lustre, and the ardor of his heart in the cause which he championed was as buoyant as his marvellous brain was clear.

Being a man of strong will, of cultivated tastes and lofty conscience, Dr. Howe became the inspiration of his co-laborers, — a mighty galvanic battery, as it were, which by a process of intellectual and moral induction, charged their own efforts

with electric power. These are the foremost among the forces that mould human activity into special phases: and the rich harvest which continues to be reaped year after year in this field of philanthropy, is mainly and principally due to the assiduous care with which the illustrious friend of the blind planted the first germs of their development and advancement, to his warm zeal, his chivalrous character, his tireless industry, and his wisdom and proverbial broad-mindedness. For in the words of Mazzini, the eminent Italian patriot and agitator, "men of great genius and large heart sow the seeds of a new degree of progress in the world; but they bear fruit after many generations."

Dr. Howe holds a high position not only as a pioneer, but as a permanent power in the cause of the blind in this country, from the excellence of his ideas, their scientific basis, their clear and philosophic exposition, and their important practical bearing on the welfare and happiness of this afflicted class of men. His great object was to benefit them individually and socially, and to open to them a career of usefulness and independence. Like all students of human nature and of human well-being from Socrates downwards, he realized, as few have done more intelligently and earnestly, that in any attempt to aid those bereft of sight, the largest factor is thorough and liberal education, and that in the development of this factor, science

and philosophy exercise their highest and wisest functions. Into the education and training of the blind, therefore, as the great lever for their deliverance, he threw himself with the zest of a powerful devotee, and with remarkable purity of motive, singleness of purpose, and calm but deep enthusiasm. All his studies and labors by pen and voice were henceforth unremittingly directed towards this end. Gradually his plan grew and matured in his thought. The whole framed itself in his mind into a definite form, and, when complete in its outline, it was put to practical application with exemplary eagerness. He discerned the signs of the times and anticipated the demands of progress. His success was evident.

The experience of half a century proved the soundness of his ideas, and confirmed the correctness of his judgment. The blind of New England are to-day unquestionably in the very front ranks of civilization, and the work of no individual can approach that of Dr. Howe in placing them there. He labored sedulously for this result, and had no peers in its attainment. He stood in the midst of his competitors like a giant among pigmies. They could not enter into the spirit of his social philosophy, and follow his lead. His heart was the temple of a divine power, which loves truth, justice and humanity. Referring to the greatest and most wonderful of Dr. Howe's achievements, the deliverance of Laura Bridgman

from the horrors of her intellectual and moral imprisonment, Rev. John Weiss seems to think that the credentials of his mission came from on high, and speaks of the noble deed as follows: —

"Do not say that Dr. Howe was worthy to attain to immortal continuance, but that without him Laura Bridgman would nowhere ever have picked a way out of the triple-bolted dungeon of her body, in which a personal *I* languished waiting for his miracle. Dr. Howe's achievement is to us a guarantee that the Creator will not let one of His little ones perish. Laura's liberator was an incarnate word of God. In him was that impulse of creation which is continually struggling to be set free into symmetry and sanity. To every country these apostles of redemption have been furnished, for each act of whom nothing but immortality can account, as nothing else could break into this life with such an impetuous solicitation from God to us to improve His imbeciles and make His future task the easier."

Dr. Howe's deeds consecrated the very earth beneath his feet. His fame was securely chiselled on the loftiest pinnacle of the history of philanthropy. His genius was confessed in both hemispheres, and its gleaming coruscations continue to flame on the regions of ceaseless night, and to lead its victims onward and upward.

May the kindly wings of his broad and liberal spirit be forever spread over the work of his noble life and rare talents, and waft down to his successors wisdom, blessings and direction.

Early Benefactors of the Institution.

When the houses for the girls were finished and made ready for occupancy, Dr. Howe intended to dedicate each of them to the memory of one of the early and most distinguished friends and benefactors of the institution. In order to carry out his wishes and give tangible expression to his purpose, silver plates have been placed on the front doors of the four cottages, bearing the names of "Fisher," for Dr. John D. Fisher; "Brooks," for Peter C. and Edward Brooks; "May," for Samuel May; and "Oliver," for William Oliver of Dorchester.

Review of the Various Departments.

A casual visit to the institution or a brief review of the work of each department, will give an idea of its varied, extensive and beneficent operations. Hardly any mental, moral, physical or technical interest of the blind has been overlooked in the organization and administration of the establishment, every branch of which is characterized not only by thoroughness and completeness, but also by an entire absence of all stationariness and by a constant endeavor after still greater improvement.

Literary Department.

In reviewing the work performed by the school during the past year we have abundant cause to

be gratified at the success which has attended it, and which is "known and read of all men."

The daily records kept by the teachers, as well as all other competent and reliable tests, show that the progress of the pupils has been commendable in every respect.

We have endeavored to adapt our methods to the requirements of the pupils, to keep pace with the demands of the time, and so to shape our course that there may be constant growth and improvement.

I can give no better proof or fairer illustration of the scientific methods of instruction which prevail in the school, and of the progressive spirit which animates those in charge of it, than that which is afforded by their own words. To a reader or compendium of biology and natural history, which was compiled by two of our teachers from the works of Mrs. Arabella B. Buckley and of Prof. Huxley, and published during the past year under the title "Life and her Children," a third instructress, Miss Mary C. Moore, wrote a brief preface, from which I copy the following extract: —

"The value of natural science as a means of development, intellectual and moral, is incalculable. But it must be taught scientifically. Typical plants and animals should be put into the hands of the children, who must then be led to make their own careful and correct observations, their own comparisons, their own classifications, and their own deductions. So, and

so only, will they grow into a reverent knowledge of the life around and within them, and at the same time gather strength to become truly 'winners in life's race.'"

While the use of text books as all-sufficient vehicles of instruction has been persistently avoided in our school, the practice of reading by the touch has been encouraged by every possible means. One evening in the week has been exclusively devoted by most of the pupils to the perusal of works of various kinds, and their selections have covered a great range of embossed literature, and have included history, biography, poetry, science, philosophy, and belles-lettres. The readers have been allowed to follow their inclinations, and to make their own choice with perfect freedom, the leading motive being similar to that enunciated in the burthen of the famous chorus in the *Agamemnon* of Æschylus,

"Let the good prevail."

Thus the love of reading for its own sake, which has always been cherished among the blind, is developing into a strong habit which will follow them through life, and afford them the means of greater aid, solace, comfort and enjoyment.

Our library, enriched from year to year by the choice products of the "Howe Memorial Press," is becoming the centre of immeasurable pleasure and inspiration to the studious pupils, and in no house-

hold can a greater appreciation of its benefits and delights be formed than in ours.

The commencement exercises of the school held in Tremont Temple on the 3d of June, were of a very high order. The large hall of the temple was filled to overflowing with an audience representative of the intelligence, the refinement and the benevolence of Boston and the neighboring towns, and several thousands of applicants were refused admission for want of room. One of the most memorable features of the occasion was the address of Mr. C. W. Ernst on the kindergarten project. Pure in diction, rich in erudition, strong in logic, and convincing in argument, it appealed to the reason and to the sense of justice rather than to the sentiments of the hearers, with irresistible force. A Greek statue could be no more simple and severe. The festival proved to be of such unusual importance, and elicited so great an interest and so many favorable comments in the community, that a full account of the proceedings, including the essays of the graduates, is given in the appendix.

Towards the close of the last school session the principal teacher in the boys' department, Miss Julia R. Gilman, presented her resignation. She was induced to take this step for the purpose of assisting her eldest sister in the establishment of a private school for young ladies, and of obtaining some recreation and rest, which in her case

were much needed after arduous work pursued through nine consecutive years. On careful consideration of the matter, I concluded that both these ends could be attained by a leave of absence for one year, which I was exceedingly glad to grant to Miss Gilman. The offer was accepted, and thus the tie of service in the future was not severed.

Miss Gilman is one of the most efficient and conscientious teachers ever employed by the institution. She demonstrates in her labors what persevering industry, stimulated by unfailing earnestness of purpose and strengthened by unaffected sincerity, can achieve, and what the honesty which springs from principle and draws its inspiration from a pure heart, is worth. Her keen and warm interest in everything pertaining to her work, her sense of justice and fairness,—sustained by thoughtful firmness and blended with discrimination and candor,—her unswerving devotion to the progress of the establishment and to the welfare of its beneficiaries, and her modest estimate of herself and generous appreciation of the efforts of others, cause her to be highly esteemed and greatly beloved by her associates, and help not only to create a spirit of manliness and good will among the pupils, but to increase the efficiency of the school and enlarge its ethical atmosphere to a very gratifying extent.

Miss Olive A. Prescott of Ayer, a graduate of the State Normal School at Bridgewater, and a

person of ability and experience in teaching, has been appointed as Miss Gilman's substitute for the current year.

About three weeks before the beginning of the present school term, another faithful and talented teacher, Miss Cora A. Newton, asked to be released from her engagement at the institution in order to accept a situation at the Haverhill training-school. I complied with her wishes very reluctantly and with much regret. The vacancy has been filled by the appointment of Miss Marian A. Hosmer.

No other change has taken place in the corps of teachers; and I am most happy to say that all of them discharge their respective duties with hearty zeal and exemplary fidelity. They are striving with a determination worthy of the warmest praise to realize the highest standard of educational excellence, and they throw all their energy and enthusiasm into their work and the advancement of their pupils, cheering the industrious, sustaining the studious, rousing the inert, stimulating the idle, encouraging the hopeful, and laboring with all. Failure cannot possibly attend such efforts.

Music Department.

"Music alone with sudden charms can bind
The suffering sense, and calm the troubled mind."

The work of this department has been carried on with the usual thoroughness, and with a

measure of success corresponding to the spirit of devotion on the part of those engaged in it.

The progress of the pupils both in instrumental and vocal music has been most satisfactory.

Of the ninety-four scholars who have received instruction in this department during the past year, seventy-eight have studied the pianoforte; nine, the cabinet and church organs; twenty-six, harmony; five, the violin; twenty-six, reed and brass instruments; seventy-five have practised singing in classes, and nineteen have received private lessons in vocal training. Moreover, all the advanced pupils have participated in the practical exercises of the normal teaching classes, in which they learn what are the best and most advantageous methods adopted in their profession, how to trace the difficulties which may arise in its course and to overcome them, and how to pursue their avocation with success.

Besides the practice which our advanced scholars obtain by teaching the younger ones under the supervision of their instructors, opportunities are sought and often secured for their giving music lessons to seeing children in our neighborhood. The experience gained thereby is of incalculable value to them, for it gives them a foretaste of their future profession and enables them to find out where their deficiencies will lie, and to resort for their remedy to the assistance of those who have traversed the road before them

and who are familiar with its windings and its obstacles.

During the past year our supply of musical instruments has been thoroughly replenished. Twelve of the pianofortes which have been in use for a long period and have become more or less worn out, have been exchanged for new ones. Of these six were procured from the firm of Messrs. Chickering & Sons, and six from that of Mr. Henry F. Miller. They were all selected with care from large assortments, and prove to be excellent instruments in every respect. With these additions our facilities for the study and practice of music have been greatly improved, and the equipment of this department has reached a degree of completeness which is not surpassed anywhere.

Our pupils are systematically trained to avoid what is trashy and degrading, and to choose and admire what is beautiful and elevating in their art. Great stress is laid on this point, and their success is undeniable. The character of the music performed and appreciated by them is a conclusive proof of the high standard of taste which prevails among them.

For this attainment, as well as for the acquisition of artistic refinement and æsthetic culture, the development of the sense of discrimination and of the critical faculty, and the enjoyment of a great deal of pleasure, we are indebted to the continued

favors bestowed upon our students by the leading musical societies and organizations and by the distinguished artists of the city of Boston.

As in former years, the doors of the best concerts, oratorios, operas, recitals, and entertainments have been freely opened to them, and they have also been placed under renewed obligations for some excellent performances given in our own hall. For these great privileges and uncommon advantages we render our most hearty thanks and grateful acknowledgments to the generous friends and constant benefactors of the blind of New England, whose names will be printed elsewhere, and whose kindness and benevolence will be engraved in the memory and cherished in the hearts of the recipients of their liberality.

There have been three changes made in the corps of teachers and music readers of this department. Miss Annie Keith resigned her position at the close of the last school session; five or six weeks later, Miss Mary A. Proctor declined a reëlection on account of ill-health, and shortly before the reopening of the school, Miss Caroline L. Bates was advised by her physician to discontinue her work, and rest at home. All these young ladies have rendered good service to the institution, and will be missed by their pupils. Their places have been respectively filled by Miss Julia H. Strong of Auburndale, Mass., Miss Jenny A. Wheaton

of Rutland, Vt., and Miss Iola M. Clarke of Hampton, Conn.

Tuning Department.

During the past year, as in previous ones, this department has been conducted with uncommon ability and with the most gratifying success. Thoroughness in theoretical study and practical training in the art of tuning in both its scientific and mechanical bearings, has been the mark towards which all efforts have been directed.

Indeed, nothing has been omitted, either in the form of appliances or in that of tuition, which could contribute to its attainment.

The contract for tuning and keeping in good working order the pianofortes in the public schools of Boston, — one hundred and thirty-two in number, — has again for the eighth time been awarded to the institution for another year, on the same terms as heretofore. Faithful guardians of the interests of the city, the committee on accounts, in whose charge this matter is placed, before coming to any decision, instituted a careful inquiry as to the quality of the work of our tuners and the amount of remuneration charged by them, and, having been convinced that the instruments are entrusted to safe hands and kept at less cost in a far better condition than they ever were before, they have renewed the agreement promptly and without the least hesitation. This action is truly

beneficent to the blind of New England, and reflects great credit on the school board. Would that all official bodies who have access to the treasury of Boston were as honest, fair-minded, judicious and conscientious in the discharge of their duties as the members of this committee.

Technical Department.

The work of the technical department has been conducted with the accustomed assiduity and fidelity on the part of those in charge, and with very gratifying success. No changes of any kind have taken place in either of its two branches, and but a few lines will suffice in review of the results accomplished in each.

1. *Workshop for the Boys.*

The usual trades of making mattresses, seating cane-bottomed chairs, upholstering parlor furniture, and manufacturing brooms, have been regularly and systematically taught in this shop, and the pupils have been diligently trained to work steadily, and to fit themselves for the practical pursuits of life.

The mode of instruction employed in this department is very simple, and the advancement of its recipients quite satisfactory.

2. *Workrooms for the Girls.*

Under the efficient direction of Miss Abby J. Dillingham and the assistance of Miss Cora L. Davis, uncommon activity has prevailed in these rooms, and the girls have labored with untiring diligence, and have made excellent progress in sewing and knitting, both by hand and machine, in crochetting, and in the execution of a very great variety of plain and fancy work.

The articles made by our girls for the bazaar, which they planned and carried out themselves in aid of the kindergarten for little sightless children, and for one or two smaller fairs which were held in the city for the same purpose, were in constant requisition, and the demand could hardly be supplied. A great deal of taste was displayed in the design and manufacture of these articles; and their work attracted great attention, much of it being considered very remarkable, while all of it was readily and advantageously disposed of, and received unqualified commendation.

Department of Physical Training.

In a complete system of education, scientifically arranged and wisely administered, the care of the physical frame is not less important than the cultivati n of the brain. On the contrary, it is infinitely more so : for the operations of the mind depend wholly upon the soundness of the machin-

ery by which it manifests itself. No active intellectual life can thrive in a feeble and debilitated body. When the forecastle of a vessel sinks, the cabin must soon follow. It is impossible to preserve the leaves and blossoms of a plant when its roots are decayed.

In conformity with these views, which have been fully stated and repeatedly commented upon in previous reports, due attention has as usual been given to this branch of our scheme of instruction and training, and a system of physical exercise in the open air at proper intervals, together with regular gymnastic drill under shelter, has been carried on without interruption. The effects of the practice of this system upon the appearance, health, strength, elasticity, and endurance of the pupils are very noticeable. Many imperfections which are indicative of a stunted growth and muscular flabbiness have diminished perceptibly, gracefulness and agility have taken the place of awkwardness and clumsiness, and the groundwork upon which the temple of education can be safely built has been carefully laid.

Our scholars are required to pursue the series of exercises assigned to them with strict regularity, and only those among them are excused from spending one hour daily in the gymnasium, in whose case our medical inspector finds sufficient cause to recommend a cessation from physical exertion.

Give them Light.

"Thus with the year
Seasons return; but not to *them* returns
Day, or the sweet approach of even or morn
Or sight of vernal bloom, or summer's rose,
Or flocks or herds, or human face divine;
But cloud instead and ever-during dark
Surrounds *them*, from the cheerful ways of men
Cut off, and for the book of knowledge fair
Presented with a universal blank
Of Nature's works, to *them* expunged and rased,
And wisdom at one entrance quite shut out."

Milton.

This picture, conceived in the mind of one of the most eminent victims of blindness under the painful influence of personal experience and tempered with the sighs of sorrow, is neither highly colored as a whole, nor exaggerated in any of its shades. It is true to nature and consistent in all its features. It is a photographic portrait of actual woes, rather than a fancy painting, in which the reality might be idealized or travestied. It describes forcibly and graphically the gloom, the sadness, the privations and the intellectual and moral disadvantages arising from the loss of sight.

But, cogent and striking as this drawing is in all its delineations, it can hardly be considered as complete and adequate when applied to the case of the little sightless children, who, oppressed by

poverty and doomed to an existence of degradation and misguided indulgence, are left to grow, like unkempt creatures, without care, protection, or training of any kind, and in whose behalf repeated appeals presenting their claims to rescue and human sympathy have been addressed to the public; for it gives no idea of the by-ways of ignorance and depravity in which many of them were born, nor implies even a suggestion of the misery, the wretchedness, the mire of vice, the pernicious surroundings, and the deleterious atmosphere, in which they dwell and breathe and move.

Most of the unfortunate waifs never see one ray of light. They live in ceaseless night from the cradle to the grave. The brilliant myriads of luminous bodies which stud the firmament, the tints of the flowers, the plumage of the birds, the endless varieties of foliage and scenery, the symmetry and harmony of the visible universe, and all the beauties of nature and excellences of art are utterly hidden to them. Their eyes are hopelessly closed, and no human power can open them and restore their sight. To them all is, and will ever be,

> "Dark, dark, dark, amid the blaze of noon,
> Irrevocably dark, total eclipse,
> Without all hope of day."

Add to this crushing pressure of the iron veil of their calamity, the glaring want of sufficient food

and raiment and care and decent quarters, and all the multifarious physical ills and moral monstrosities with which their environment is pregnant, and you will have a perfect picture of their condition, and of their sufferings and dangers. It is no hyperbole to say that the poisonous influences to which they are exposed not only impede healthful development in any direction as effectually as the iron shoe prevents the growth of a Chinese woman's foot, but, like the blast of a frigid wind, they freeze and kill and destroy the germinating seeds and sprouts of all good qualities, and thus the ground is wholly given up to weeds and tares.

But the light of truth and knowledge and honor and love can be introduced into the heads and hearts of these victims of affliction by means of thorough education, and, by the aid of early and efficient training, they can be rescued from the very jaws of intellectual and moral darkness, and made good, active, helpful and useful men and women. As the primroses and violets lie in ambush till the first warm breath of spring bids them reveal themselves, so the minds of these lowly waifs remain buried in the sepulchre of negligence and rust, waiting for the angel of kindness and benevolent generosity to roll off the stone from the entrance of their prison and call them forth to resurrection and life.

A kindergarten school, securely founded on a sufficient endowment, wisely organized and prop-

erly conducted, will help most effectually to the accomplishment of this end.

This project, like a great mountain, is impressive from whatever side it is approached. Viewed from the heights of philanthropy, it is grand, noble, elevating; for it aims at the deliverance of scores of little blind children, who are overwhelmed by the deluge of a dreadful calamity, and are, moreover, plunged into an ocean of ills of a social, domestic and ethical nature. Considered in the light of justice and fairness, it is the embodiment of equal rights and opportunities for all members of the human family, regardless of bodily defects or imperfections, and commends itself to the judgment and sympathy of all benevolent and kind-hearted persons. Examined from the stand-point of education pure and simple, it presents its most interesting aspect, for it carries in its very roots the elements and promise of becoming an ever-burning torch, dispelling the clouds which thicken and threaten on the horizon of misfortune, and rendering its darkest sky bright.

There is no scheme of training so admirably adapted to the condition, wants, and peculiar requirements of sightless infants as that of Froebel. This wonderful system is the true starting-point on the royal road of learning. It marks the spot where we must begin to search for hidden treasures. Its philosophy is based upon the natural growth of little human beings, and is therefore as deep and

broad and high and as enduring as humanity itself. It runs parallel with the entire educational career of the child, the youth and the man. Its gifts and toys, its games and amusements, its play and merriment, are means of grace and salvation. They give joyous employment to tiny fingers, impart physical strength and elasticity of motion, cheer the heart, arouse the mind and quicken its powers, train the senses to keenness and fineness, foster the faculty of invention, and engender habits of observation and industry. Through their ministry intellectual torpor, moral sluggishness, weak purposes, and bad tendencies and propensities are changed into a progressive forward and upward movement, and the puny pupils, effectually shielded from all poisonous influences, which defile and deform the crystalline thread and the fresh delicate bloom of the soul, grow in all things strong and healthy and entirely free from those stains, which, if not removed in time, would seriously affect the course of harmonious development and pervert its soundness.

> "A pebble on the streamlet scant
> Has turned the course of many a river;
> A dew-drop on the baby plant
> Has warped the giant oak forever."

Thus the demands of equity and science blend together in this enterprise with the iron laws of political economy and the higher logic of the heart, and render the foundation and endowment of a

kindergarten for sightless children of infant years for whose care and instruction there is no provision whatever, not a simple wish or a mere desideratum, but a grand want and an imperative necessity.

No class of people can appreciate more thoroughly the importance of the effects of early training and of the numerous other advantages afforded by Froebel's grand system of education, or can estimate their value more highly than our scholars. Those among them who have tasted the fruits of the kindergarten even in a very small degree, have become so infatuated with its blessings, that they are most eager to secure them permanently for their tiny brothers and sisters in misfortune. To this end they have continued to labor incessantly, unswervingly, and with profound and unabating enthusiasm, which, in the language of Bulwer-Lytton, "is the genius of sincerity, and truth accomplishes no victories without it." No task has seemed too severe to them, and no amount of work or magnitude of difficulties could dishearten them or diminish their zeal. Full of faith in the goodness and grandeur of their cause, and hopeful for its final triumph, they have shrunk from no exertion or hard work, always conscious of the fact, that,

"As insect toil at last the island rears,
Or mushroom pillars lift the wayside stone,
So he succeeds who truly perseveres,
With powers converged to noble ends alone.

With constancy through fair and foul the same,
In growing strength our recompense we find;
But hesitation, want of earnest aim,
Far more than labor wearies heart and mind."

The means and measures to which our pupils resorted for the purpose of bringing the enterprise to the notice of the public and of enlisting the interest of the community in its furtherance, were many and various: but the most important among them were the bazaar which was held in our girls' schoolhouse on the 21st and 22d of February last; a dramatic entertainment in which Sheridan Knowles's play, *William Tell*, was represented by our boys; and several concerts given in Charlestown, Allston, Milton, Bridgewater, and elsewhere.

The fair, which proved as unique in its character as it was productive of a good harvest, was an intuitive suggestion with our girls, and forth from mere intention leaped the determination. For them to resolve was to achieve. They entered upon their work with unrivalled earnestness and with an exemplary spirit of self-sacrifice and surrender, but with the most modest anticipations. Fifty or at the utmost seventy-five dollars would have been the highest mark of their expectations. How gratifying then was the unlooked-for result of their patient and untiring labor. They formed their plans, organized their committees, issued their notices and advertisements, sent their invitations right and left for assistance, and strove in

every possible way to secure the good will and hearty coöperation of a large class of people. It goes without saying, that the teachers and other officers stood steadfastly by the scholars, helping, advising, directing and guiding them.

The pathos inspired by the sight of this group of courageous workers was enhanced by the liveliest and most energetic part taken in the movement by that living monument to Dr. Howe's patience and sagacity, Laura Bridgman.

This woman, whose touching history encircles her with a halo which no worldly fame or brilliancy could give, surrounded as she is by an impenetrable wall of darkness and silence, is in all things a living and feeling person.

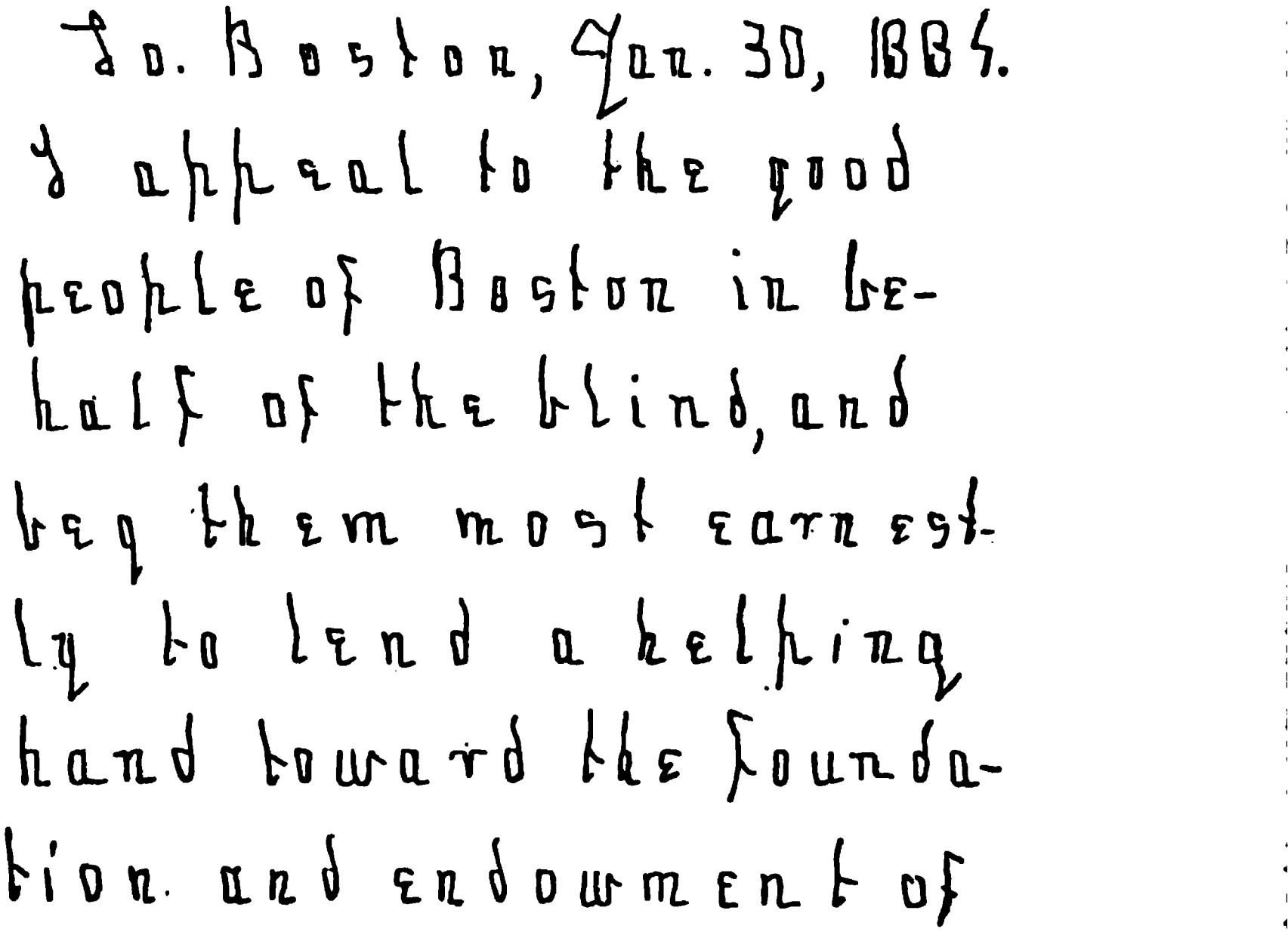
> " Shut in, shut in from the noise and din
> Of the world without to the world within,"

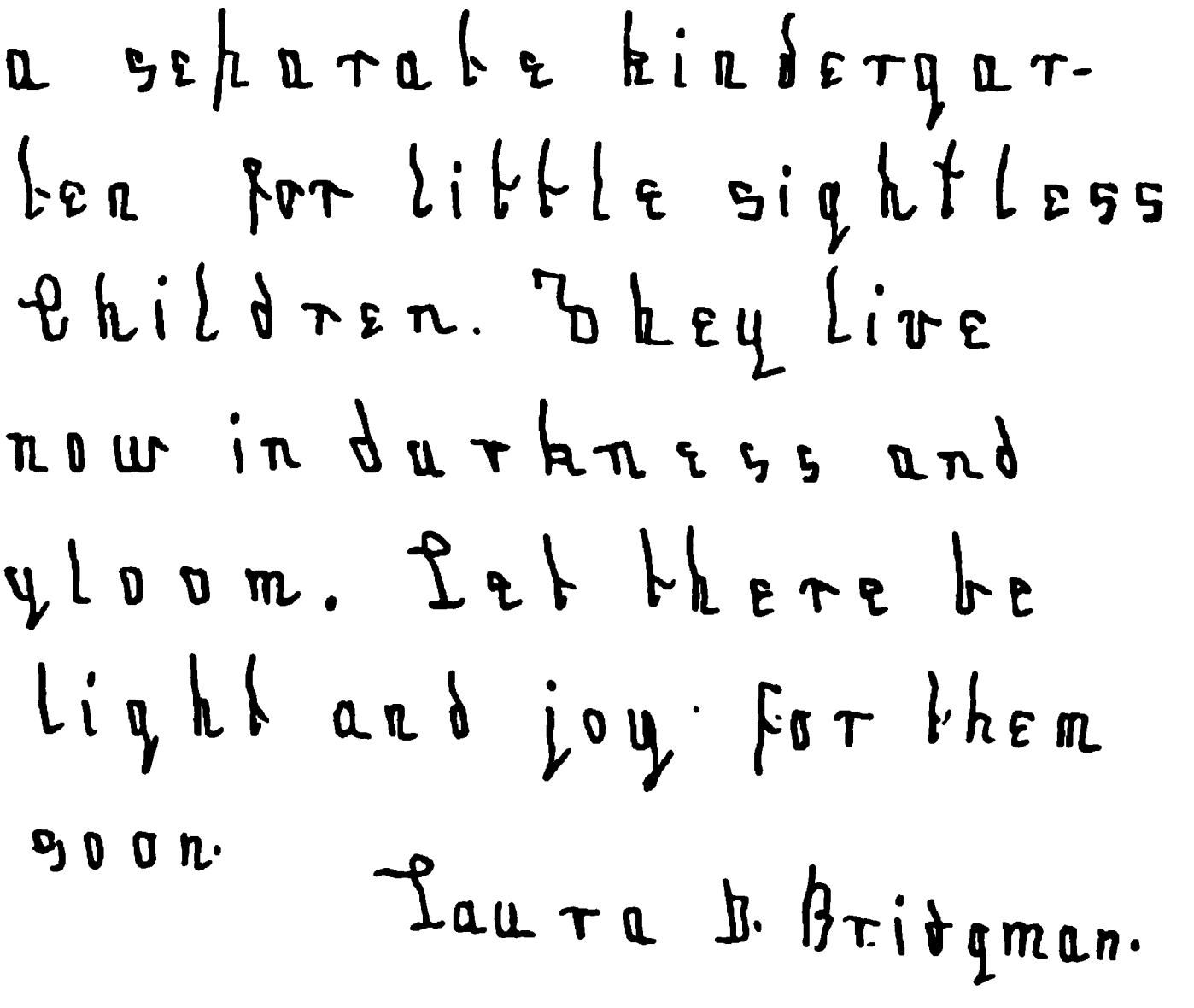
Laura may be likened to the snow-covered Hecla, whose icy barriers enshroud the burning fire underneath. Stirred up by the suffering of the poor little sightless children, she took the success of their cause very much to heart, and the warmth of her interest in it had a miraculous influence upon her whole character. It raised her far above herself, broadened her sympathies, and led her to that celestial ladder, which, like the vast stairway seen by Jacob in his dream, reaches in long perspective upward from the dungeon of seclusion and helplessness to the divine throne of goodness and joy.

In the quickness of her intellectual perceptions and the vividness of her emotional nature, she pondered seriously, acted energetically, worked incessantly, and urged her friends and acquaintances to join her in her labors. Jean Ingelow's beautiful words,

> "To serve the dear,
> The lowlier children, I am here,"

seemed as if they were written to express her feelings and purposes. To crown her endeavors, Laura wrote *propriâ manû* the following plea to the public, a *fac-simile* of which was reproduced and printed in many of the leading journals of New England: —


To Boston, Jan. 30, 1884.
An appeal to the good
people of Boston in be-
half of the blind, and
beg them most earnest-
ly to lend a helping
hand toward the founda-
tion and endowment of



These simple words fell among the community at large like a ball of fire, which, rolled and shaken by earnest friends, glowed with a thousand hues.

The final arrangements for the opening of the sale were completed under circumstances most favorable and auspicious, and signal were the blessings which were showered upon the efforts of its projectors. The two days of its duration were the finest in our winter calendar. Contributions flowed in generously alike from the rich and the poor, and the articles made by the girls themselves were so numerous as to fill quite a space in the rooms. Seldom has a fair in this city presented

so many novel and attractive features grouped together.

No sooner were the doors of the Howe building ajar than the manifestation of genuine human goodness and of the immense public interest felt in the enterprise, became evident in the thronging crowds of friends, who came to bring the encouragement of their presence and their patronage to the enterprise. Their benevolence swept its golden circle around the little laborers. The tables were entirely depleted of their contents, and the success of the undertaking was so great as far to exceed the most sanguine expectations of its originators and ardent promoters. The net profit yielded by the fair amounted to $2,050.35.

These efforts touched the chords of the human heart throughout the community, bringing forth the sweetest music, and arousing everywhere a strong current of sympathy and a great amount of philanthropic interest. Their effect seemed to be like that of a melodious song, the refrain of which is caught and repeated in every direction. Hundreds of children as well as of grown persons warmed themselves at the fire of the enthusiasm of our girls, and learned from their fervor to cast off indifference and to participate in the cause of the little sufferers. Their tiny hands have been stretched forth in aid and have brought valuable assistance with them. Especially pathetic and marked was the zeal manifested by a number of

lame and invalid children, who, in their sad imprisonment, were inspired by an ardent desire to make the lives of their little blind friends more bright. Fairs, concerts and miscellaneous entertainments, given in private drawing-rooms and public halls and churches, have been in order for some time past, in behalf of our enterprise, with varied success. Even a circus was devised by a little fellow, who announced its result in the following charming note :

"DEAR MISS BRIDGMAN ; — Mamma read the letter in the *Christian Register*, and since that we have been saving our money. I had a circus yesterday, and raised 18 cents. Bessie saved 75 cents. I saved $1.25. That will amount to $2.00. Now I must close. — Yours truly,

CHAS. E. BARRY."

In numerous instances, where children denied themselves many pleasures and enjoyments, and even their play, in order that they might enable the blind to taste these privileges, the spirit of self-sacrifice was truly great, but it reached its climax when the pupils of a charity kindergarten, on whose countenances the marks of destitution were deeply impressed, contributed cheerfully the very few pennies in their possession for the purpose of helping in the efforts to extend the light radiating from Froebel's system to the sightless infants, whose deliverance seemed thus to have been made the concern of the public at

large. As of old the "widow's mite" was celebrated, so to-day the children's offerings stand forth a touching, noble monument of the power and inherent goodness wielded by the hands of simplicity and innocence. The movement has proved in all its phases a blessing and a benediction alike to beneficiaries and benefactors. For the sun which searches in the bosom of the earth for seeds to fecundate, is also the wondrous painter who imparts their splendor to the flowers.

The results of these efforts, rich as they were in human kindness and sympathy and good will and touching incidents of self-sacrifice, have not as yet, however, placed the enterprise beyond the need of pecuniary assistance. Thus far we have in our treasury $25,231.63. This amount, chiefly contributed from the hard earnings of people of moderate circumstances, is not sufficient for the purchase of suitable grounds and the erection thereon of a cheap building. Of a permanent endowment fund, which will impart life and security to the undertaking, there is not even a nucleus raised. But such an institution as we propose to establish cannot possibly exist and thrive by depending wholly upon annual subscriptions and occasional or casual gifts for its support. It should rest upon a broad and solid financial foundation. To the scanty stream of the offerings of the poor, which can scarcely rise above the rocks and stones of the brook-bed, should be added the mighty cur-

rent of the donations and contributions of the affluent, brimming the river banks and rolling on in triumph to the sea of success.

There are, no doubt, many persons, noted for their benevolence and generosity, who, if they are opportunely approached and properly informed of the wants and requirements of the blind, will look upon their case with favor and compassion, and do their whole duty by them. In direct contrast with these there are others, whose spirit and heart are debased by insatiate covetousness and palsied by selfishness and greed for the accumulation of money, and who, enchanted and elated by the all-absorbing music produced by the clinking of their gold, are utterly senseless to the groans of distressed humanity. But the man or woman, who, after becoming acquainted with the woes of little sightless children, refuses to offer from his or her abundance for their mitigation is unworthy to rank among those citizens who have given Boston its world-renowned character and glory. To such a person the following words of Emerson can be addressed with peculiar force and appropriateness: —

"Oh mortal! thy ears are stones,
These echoes are laden with tones,
Which only the pure can hear.
Thou canst not catch what they recite
Of will and fate, of want and right,
Of man to come, of human life,
Of death and fortune, growth and strife."

For a long period the project was permitted to sail in a frail craft, and to drift along with the current of popular favor. There were no experienced and steady hands at the helm. It was left with our pupils and their immediate helpers to steer it on the sea of public patronage. But no young enterprise, however grand in its conception and beneficent in its effects, can go on its own feet alone. We have to furnish it with wings born of our earnestness, our fidelity, our wisdom, and our devotion. Unless there is behind it a strong body of well-known and sagacious men representing its claims before the community and endeavoring to promote its interests continually, its success is very problematic.

In view of this fact, the kindergarten scheme was placed by the trustees in charge of a special committee, consisting of Mr. Samuel G. Snelling as chairman, and Messrs. Leverett Saltonstall, Francis Brooks, and James Sturgis, with full powers to add to the number of their members and complete their organization.

This action of the board filled the friends of the project with joy, and inspired them with fresh hopes, that active measures would soon be taken by Mr. Snelling and his associates for soliciting contributions, and that they will strive to carry the lamp of happiness and intelligence on to the goal while it is burning in their hands.

I am aware that the task of raising a large sum of

money is very great, and that the forces at command are comparatively small: but I have also learned by experience, that the frosts of external obstacles and temporary hindrances dissolve as readily before the intense heat of noble resolution and moral purpose, as the snowdrifts melt away under the rays of the burning sun. Be the barriers of obstruction and the chills of indifference what they may, it is our solemn duty to press forward without a halt. Those alone serve the cause of humanity who march unflinchingly under its banner, and fight bravely in its behalf. Those who only stand and wait, may not have an opportunity to win a victory. The soldier whose heart is set on a conquest, makes no account of the perils of the battle-field, nor shuns its terrors. With the faithful and tireless worker things are easily controlled, and impossibilities are turned into possibilities. He takes hold with unrelaxed strength, and walks with a full confidence of success. If endowed with a vigorous intellect, a resolute will, and a reliable judgment, he "mounts the whirlwind and directs the storm." His earnestness grasps the cords that move the human heart. His cry, echoing in all the retreats of benevolence, arrests its attention; and, as a consequence, a new gem is added to the crown of philanthropy.

Posterity commends with admiration the perseverance of the Roman censor, who became famous, among other things, for repeating, whenever he

spoke in public, the then significant phrase, "*Delenda est Carthago,*" until, by dint of unwearied repetition and insistence, his plan of destruction was carried out. Much after the fashion of Cato we must seize every opportunity, and enunciate and reiterate in the ears of men, women and children a sentence quite as laconic as his. But ours is not a proclamation of ruin and desolation. It is a motto of love and charity. Instead of "*Delenda est Carthago,*" we say, "*Levanda est afflictio,*" and we must not cease rehearsing this watchword, and emphasizing its import, until the burthen is taken up by a friendly chorus, who will help us to fulfil its prophecy. In other words, we should adopt all available means, and employ all expedients calculated to arouse public sentiment in favor of our movement. Agitation is the atmosphere of mind and the crystallization of earnestness. It is the marshalling of the conscience of a community to mould its benevolence into forms which humanity can use. It prevents injustice, stimulates fairness, preserves harmony, and secures progress. Under the influence of its heat and through the action of its forces, the undisputed claims of the sightless waifs, which are still like unrecognized fugitive sparks in the general social atmosphere, will be forged into a thunderbolt, which shall suffice to dash the bulwarks of apathy to pieces, and to demolish the ramparts of selfishness and exclusiveness. When these are removed, kind thoughts

and generous deeds will rise in their place, and pierce and dispel the dark shadows which yet hang like a murky cloud over the lives of a large part of the human family.

For the last four years Froebel's system has played so important a *rôle* in our school, and has produced such marvellous results in rescuing many of the younger pupils from the very depths of sluggishness and feeble-mindedness, into which they were gradually sinking, and in conferring substantial and lasting benefits upon all of them, that its vast and life-giving importance will undoubtedly be appreciated by those who are entrusted with the stewardship of riches, so that a kindergarten for the blind may be securely founded and adequately endowed in the near future. Of the realization of this hope I feel perfectly confident, and, as the poet says, —

> "The mind I sway by, and the heart I bear,
> Shall never sag with doubt, nor shake with fear."

Fully conscious of the arduousness of the duties devolving upon the promoters of the enterprise, and of the particularly trying difficulties which stare them in the face at every step, I yet do not waver for a moment between success and failure. There is no ground of apprehension or despondency. The cause is too good and too noble to be permitted to fade away for want of support. The project is too practical and humane to be allowed

to collapse for lack of means. Its consummation has passed the nebulous stage of uncertainty, and assumed so tangible a form, that I can see it with the eye of faith and hope. From the tiny acorns of benevolence, which have been planted in love and kindness and watered by the golden stream of sympathy and charity, there cannot but grow up stately oaks, under whose branches and thick foliage the sightless waifs of New England will find a shelter from the storms of misery and wretchedness, and protection from the contagion of moral pestilences. They have already suffered long enough for a misfortune due to no fault of their own. Let there be an end to their woes. Let the sum total of the ignorance and neglect and evil and vice which shroud them at present, be but as a dark background to a sunny landscape in the future, where brightness and warmth and purity and virtue will shine with heavenly radiance: and when the poor blind infants breathe out their sighs of deep delight over all the joy that the kindergarten will bring, though it be shaped into no word, it may sound to their kind helpers and generous benefactors like a "*Gloria in Excelsis.*" However weak, and enervated, and helpless, and almost blighted these little soldiers may appear, give them the weapons of character, together with the ammunition of physical health and the drill of early education, and cover their heads with the helmet of intelli-

gence, and their breasts with the shield of manliness, and they will hold the fort of humanity tenaciously, and fight the battle of life successfully.

To all our fellow-citizens, but especially to those who possess the goods of the world in abundance, and who are light of heart and whose cup is filled with earthly enjoyments, we most earnestly and respectfully commend this project. To their liberality and beneficence the kindergarten for the blind, driving away like an ever-burning taper the darkness of affliction, will stand as a monument in perpetuity. Sculptured marbles and bronze statues and honorable inscriptions carved on the front of massive and magnificent structures, will crumble through the lapse of time and perish from the sight and memory of mankind: but this will endure for ever.

Kindergarten Exhibits.

Our pupils, although busily employed with the regular studies of the school, and with the extra work for fairs, concerts and entertainments undertaken during the past year, found time to prepare two exhibits. One of these was sent to the kindergarten exposition, held last summer in Madison, Wis., during the meeting of the National Educational Association, under the direction of Prof. W. N. Hailmann, president of the American Froebel Institute; the other was placed in the annual fair of the New England Mechanics' and Manufactur-

ers' Institute of this city. Both these exhibits attracted considerable attention, and were very favorably commended. A special correspondent of the "Boston Herald," from Madison, giving in its issue of the 19th of July a descriptive account of the magnificent display of the kindergarten exhibition in that city, speaks most kindly and encouragingly of the work of our children. We quote as follows from the columns of the "Herald": —

"Strange as it may seem, the finest work in clay modelling is that of scholars in the kindergarten department of the Massachusetts Institution for the Blind in South Boston. The objects represented in plastic material are almost perfection, and, in seeing the whole exhibit of this institution, the visitor can no longer doubt the value of the instruction of the blind in kindergarten methods. Some unique geometric work in the handling of problems in that subject is done by the use of pins stuck in cushions."

These words, coming as they do from an impartial judge and keen observer, bear witness to the usefulness of our infant enterprise, and add strength to the weight of the testimony in its favor.

Conclusion.

As the length of this report has already exceeded its reasonable limits, I feel obliged to leave out many pages of manuscript which I have already written, and among which there is a full account of the present low condition of the education of the

blind in this country, together with a brief exposition of some of the principal causes which have produced it, and of the evils which beset the progress of many of the public institutions. This necessity I deeply regret; but I hope to be able to carry out my intention at some future day.

Respectfully submitted.

M. ANAGNOS.

SPECIAL REPORT OF THE DIRECTOR.

SOUTH BOSTON, Oct. 1, 1884.

TO THE TRUSTEES OF THE PERKINS INSTITUTION
AND MASSACHUSETTS SCHOOL FOR THE BLIND.

Gentlemen: — Since my communication to you with regard to the application of a portion of the income of the national subsidy fund to the purchase of books and apparatus not printed or manufactured by the American Printing House for the Blind at Louisville, Ky., two meetings of the managers of that institution have taken place, one in Louisville, and the other in St. Louis. For reasons relating partly to my work at home and partly to my health, I have not been able to comply with your directions and attend either of them personally; but I have presented the case to both of them by writing, and requested the adoption of a resolution embodying our views.

At the last of these meetings, which was held last August, the matter was discussed, and a special committee was appointed to examine the transactions of the American Printing House, but

the resolution was rejected by a large majority, only three of the trustees voting in its favor.

I herewith submit to you the entire correspondence, and leave it with you to decide as to the further steps to be taken in the matter.

I have the honor to be, gentlemen,

Respectfully yours,

M. ANAGNOS.

CORRESPONDENCE.

PERKINS INSTITUTION
AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, January 11, 1883.

DEAR SIR, — Please send by freight to this institution the following publications, issued by the American Printing House for the Blind, to be paid out of our quota of the income of the national fund: —

6	copies	Grandfather's Chair, by N. Hawthorne, .	$21 00
2	"	" " " " unbound,	5 00
6	"	Thackeray's English Humorists, . . .	21 00
2	"	" " " unbound, .	5 00
6	"	She Stoops to Conquer, etc., Goldsmith, .	18 00
2	"	" " " " unbound,	4 00
6	"	Readings from English History, . . .	21 00
2	"	" " " " unbound, .	5 00
6	"	About Old Story-tellers, by Mitchell, . .	21 00
2	"	" " " " " unbound, .	5 00
6	"	Chapters from a World of Wonders, . .	21 00
2	"	" " " " unbound,	5 00
6	"	Swiss Family Robinson (2 volumes), . .	42 00
2	"	" " " " unbound,	10 00
6	"	Perry's Introduction to Political Economy, .	42 00
2	"	" " " " unbound,	10 00
4	"	Gospel of Mark, revised version, . .	6 00
2	"	" " " " unbound. .	1 50
2	"	Colburn's Mental Arithmetic, . . .	6 00
10	"	Classification in Zoölogy and Glossary, .	3 50
10	"	N. Y. Point Primer, ...	1 50
	Carried forward,	. . . . .	$274 50

Brought forward, ...		$274 50
6 copies of each of the five N. Y. Point Readers, .		15 00
2 " unbound Picciola (2 volumes), . . .		8 00
		$297 50

Please also order of the Howe Memorial Press the following books, to be paid out of the amount due us under the provisions of the act of congress to promote the education of the blind: —

6 copies	George Eliot's Silas Marner, . .	$21 00	
10 "	Dickens' Christmas Carol, etc. .	30 00	
10 "	Children's Fairy Book, . . .	25 00	
10 "	Whittier's Poems, ...	30 00	
6 "	Higginson's History of the U. States,	21 00	
5 "	Tennyson's Poems, . . .	15 00	
10 "	Youth's Library, vol. 1st, . .	12 50	
10 " " " "	2d, . .	12 50	
10 " " " "	3d, . .	12 50	
10 " " " "	4th, . .	12 50	
10 " " " "	5th, . .	12 50	
		204 50	
		$502 00	

I make this requisition of books not included in your own list for the following reasons: —

First. The publications issued by the Howe Memorial Press are superior to those of the American Printing House for the Blind, both in the subject-matter and in mechanical execution and durability, and better adapted to the wants and requirements of our school.

Secondly. They are more legible to the sense of touch, because, according to the testimony of experienced readers, the impression is sharper and clearer.

Thirdly. The price of books published by the Howe Memorial Press is from seventeen to twenty-five per cent., at least, lower

than that charged by the American Printing House for the Blind. In order not to leave the least doubt on this point, I here and now offer to reprint every one of the books on your list in better style than they now are printed, and to furnish them to the various institutions in the country, at a cost of seventeen per cent. less than their present prices. A further discount equal to the amount required for setting type and making electrotyped plates to be made on the second edition of every book after the first one of two hundred copies is exhausted. Add to this the discount of fifteen per cent. below the *actual cost* which the Howe Memorial Press allows to all schools for the blind, and there is a difference of thirty-two per cent., which the blind can ill afford to spare, but which they are forced to lose for no other reason than simply to help in establishing an absorbing and expensive monopoly at Louisville. This statement I am prepared to prove by facts and figures at any time.

Fourthly. It is very important that the blind should have a wider field of embossed publications from which they can select what is best adapted to their wants than is offered to them by your list alone, *provided* they are not compelled to pay higher prices for them. Most of the institutions are so well supplied with the books of your list that they have no further need of them. Yet they are obliged to order them year after year, and to give them away, while they are sadly in need of embossed literature for the use of their pupils.

In view of these facts I make the above requisition, which I hope you will not reject on mere technical grounds. The law authorizes your printing-house to manufacture and "furnish" books and tangible apparatus for the blind at actual cost. By a just interpretation of the law a resolution was adopted two years and a half ago, by which the various institutions in the country were allowed to spend one-fifth of their quota of the income of the national fund for the purchase of embossed publications and apparatus not included in your own list. This

proviso, limited as was the amount, had at least the appearance of fairness, and enabled most of the schools to make a good selection of books. But you succeeded, last summer, in having it repealed, on the mere assertion that the income of the national subsidy, reduced by about fifteen hundred dollars, was not sufficient to cover the expense of the American Printing House. How could this be so? Have you submitted to the trustees an itemized statement of receipts and expenditures, showing how much money was spent for labor, how much for stock, and when and to whom it was paid? Have you given anywhere, and in any tangible form, the data upon which the prices set upon your publications are based? All this is absolutely necessary, since no information whatever on any of these points can be obtained from the annual reports of the American Printing House. The abstracts or summaries therein published are extremely meagre and very general in their character. They contain no details or items. I know of no public institution in the country the financial transactions of which are set forth in so rudimentary and vague a form as are those of your printing-house. This would be a lamentable omission at all times and under any circumstances; but it is particularly so in this case, and I for one must ask its immediate correction.

In closing these remarks permit me to assure you that I have neither the taste nor the inclination to give you the least annoyance, and that I shall be very glad to meet you half-way in any proposal of fair and equitable settlement of the matter. But if you insist upon carrying out a policy of exclusiveness, which is not only unjust but positively detrimental to the vital interests of the blind throughout the country, I shall deem it my imperative duty to submit the case to proper tribunals, leaving the whole of the responsibility with you.

I have the honor to remain, dear sir, truly yours,

M. ANAGNOS.

Mr. B. B. HUNTOON, *Secretary of the American Printing House for the Blind, Louisville, Ky.*

LOUISVILLE, January 23, 1883.

DEAR MR. ANAGNOS, — Enclosed please find invoices of books ordered by you, bill of lading of books from here, draft to pay for books printed in Boston, blank for duplicate bill, and blank receipts, all forwarded without prejudice, and without being considered as establishing a precedent for future action.

I am somewhat at a loss how to answer your letter. Some points in it are well taken. I confess our printed financial statements are meagre; but our reports made to the general government, and the verbal reports made at our annual meetings are so full that it never struck me before that the printed reports might be unsatisfactory, until you called my attention to them.

They have always been in compliance with the law, but it is easy to make them fuller, and I think you will find them so hereafter.

As to what you say about your own work I heartily congratulate you, not only upon your success in raising your printing fund, but also upon the great improvement in the character of the books you have printed. I rejoiced the more because I thought that the result of two well-endowed printing establishments for the blind in this country, rapidly turning out good books for the blind, would be an incalculable good. That gradually, as blind readers increased, and books became more accessible, both institutions and individuals, from their own means, would supplement governmental and other aid.

Pardon me if I cannot see that any person or any institution is the worse off for what we have done in the American Printing House for the Blind.

As to the other remarks in your letter, it seems to me that you mistake your premises, and so err in your conclusions. But, as you once said to me, you and I are not the proper persons to discuss the differences between us.

Wishing you all prosperity in your kindergarten project, and in all your noble undertakings, I am yours truly,

B. B. HUNTOON.

SOUTH BOSTON, February 5, 1883.

DEAR MR. HUNTOON, — Your letter of the 23d ultimo, with the enclosed bills, blanks and draft for $204.50 (two hundred and four dollars and fifty cents) was duly received. Please accept my thanks for the same. I herewith return receipted bill in duplicate for the books ordered of the Howe Memorial Press, together with a receipt in duplicate for the amount of $520.05 (five hundred and twenty dollars and five cents) due to this institution for its quota of the income from the national fund for the year ending December 31, 1882.

I am exceedingly sorry to be obliged to say that your reply to my letter of the 11th ultimo leaves the main point entirely unsettled. I mean the question whether an arrangement may be effected whereby the schools for the blind may be enabled, through the American Printing House, to apply a reasonable portion of their share of the income of the government subsidy to the purchase of embossed publications and tangible apparatus not included in your list. I must ask for an explicit answer regarding this point. I am credibly informed by competent exponents of law that such a request can hardly be overruled under existing circumstances by the proper tribunals.

I earnestly hope that you will see the justice of the idea and adopt an equitable policy which will obviate all difficulties. If this be not possible, please then let me know your final conclusion, so that the case may be submitted to those who are competent to judge it upon its merits, and decide it definitely and permanently.

Hoping to hear from you soon, I remain, yours very truly,

M. ANAGNOS.

Mr. B. B. HUNTOON, *Secretary American Printing House for the Blind, Louisville, Ky.*

LOUISVILLE, February 17, 1883.

DEAR MR. ANAGNOS, — Your letter enclosing receipts was duly received.

In respect to the demands you make in your letter I can only say that I will lay your letter before our local board at their next meeting.

I may say for myself, personally, that I am in favor of anything that can conduce to the welfare of the American Printing House, and I presume you would not ask anything against its interests.

There are many things in our work here that I think you do not fully understand; but I fear that any effort on my part to explain them might increase the difficulty instead of obviating it.

I trust, however, to time, and your wise forbearance, to make things clear that now seem obscure.

Yours very truly, B. B. HUNTOON.

SOUTH BOSTON, August 14, 1883.

GENTLEMEN, — At a meeting of the trustees of this institution, at which nine out of the twelve members of the board were present, the enclosed correspondence between Mr. B. B. Huntoon and myself was submitted and read, and the following vote was thereupon unanimously passed: —

"*Voted*, That the director be authorized to attend the meeting of the trustees of the American Printing House for the Blind at Louisville, Kentucky, and be invested with full powers to pursue such a course as he may deem necessary for the settlement of the matter of applying a portion of the income of the national fund to the purchase of embossed publications and tangible apparatus not included in the catalogue of said American Printing House for the Blind."

In compliance with this vote it was my intention to attend your meeting and submit the matter for a fair settlement. But for reasons relating to my health it is not prudent for me to take a trip to Louisville in the heat of the summer. I there-

fore write to request your consideration and action upon the enclosed draft of a resolution, marked No. 2.

The arguments in favor of the adoption of such a resolution are so fully stated in my letters to Mr. Huntoon that it is scarcely necessary for me to say anything further on the subject.

I have the honor to be, gentlemen, respectfully yours,

M. ANAGNOS.

To the Trustees of the American Printing House for the Blind, Louisville, Ky.

[No. 2.]

FORM OF RESOLUTION.

Resolved, That requisitions may be made for embossed books or tangible apparatus not printed or constructed by the American Printing House for the Blind, by any institution, not exceeding twenty-five per cent. of its money quota of the income of the subsidy fund.

Submitted by M. Anagnos.

SOUTH BOSTON, August 14, 1883.

DEAR MR. HUNTOON, — As I do not feel able to be present at the annual meeting of the trustees of the American Printing House for the Blind, will you be so kind as to submit to them the enclosed communication, together with the accompanying draft of a resolution, and the copies of our correspondence?

Please return the latter to me after the meeting and oblige,

Yours truly, M. ANAGNOS.

B. B. HUNTOON, Esq., *Secretary, etc., etc., Louisville, Ky.*

LOUISVILLE, August 24, 1883.

DEAR MR. ANAGNOS, — I return herewith the copy of our correspondence, and the resolution you sent me.

The Board met on the 22d, but as only two states were represented there was no business done except the formal reëlection of officers, which is all that is usually done at the annual meeting here. Your papers were read to the board, but their consideration was postponed till the meeting next year in St. Louis.

I am sorry that your health did not permit you to pay us a visit. We would have been glad to have met you, and think you would enjoy seeing our improvements and our great exposition.

Yours very truly, B. B. HUNTOON.

SOUTH BOSTON, August 13, 1884.

To the Trustees of the American Printing House for the Blind.

GENTLEMEN, — Permit me to submit to your consideration the enclosed correspondence, which speaks sufficiently for the subject of which it treats without any further comment on my part, and to request your action on the form of the resolution which is marked No. 2.

I have the honor to remain, gentlemen, respectfully yours,

M. ANAGNOS.

ACKNOWLEDGMENTS.

Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors and publishers, for concerts and various musical entertainments; for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, minerals and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. So far as we know, there is no community in the world which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

I. — Acknowledgments for Concerts and Operas in the City.

To Mr. Henry Lee Higginson we are under great and continued obligations for twenty season tickets to the public rehearsals and twelve season tickets to his series of twenty-four symphony concerts.

To Messrs. Tompkins and Hill, proprietors of the Boston Theatre, for admission of unlimited numbers to three operas.

To the late Mr. George H. Tyler, manager of the Bijou Theatre, for admission to one operetta.

To the Händel and Haydn Society, through Mr. E. B. Hagar, secretary, for tickets to two oratorios and one public rehearsal.

To the Cecilia Society, through Mr. Charles W. Stone, secretary, twenty, twenty-four and thirty-two tickets to each of three concerts. To Mr. C. C. Perkins, for four tickets to these concerts.

To the Boylston Club, through its secretary, Mr. F. H. Radcliffe, eight tickets to each of four concerts.

To the Apollo Club, through Mr. Arthur Reed, secretary, six tickets to each of six concerts.

To the president of the Euterpe Society, Mr. C. C. Perkins. an average of six tickets to each of three concerts.

To Mr. L. C. Bailey, for an average of twenty-six tickets to the three vocal recitals given by Mr. and Mrs. Henschel.

To Mr. Arthur Foote, for twenty-three season tickets to his three concerts.

To Mr. Ernst Perabo, for ten tickets to his concert.

To Mr. H. G. Tucker, for six tickets to one concert.

To Mr. Albert F. Conant, for ten tickets to one concert.

To Miss Emma DeWitt, for fifteen tickets to one piano recital.

To Miss Etta W. Parker, for fifteen tickets to one concert.

To Dr. Eben Tourjée of the N. E. Conservatory, for tickets to various entertainments given by the society.

To Mr. L B. Marsh, for twelve season tickets to six organ recitals by Mr. George E. Whiting, in Tremont Temple.

To Mr. G. A. Foxcroft, for a generous invitation to the entertainments in the Star lecture course at the Tremont Temple.

To the Maritime Provincial Association, through its president, Mr. S. J. Peters, for thirty-seven tickets to a musical and literary entertainment.

To Dr. L. D. Packard, for twenty tickets to a concert in the Broadway M. E. Church.

To Mr. O. T. Taylor, for eight tickets to the same.

To Mr. F. Smith, for twenty tickets to a concert by his choir.

To Mr. Philip Elton's S. S. class, for admission to an entertainment in the M. E. Church.

To Rev. J. J. Lewis, for a general invitation to all entertainments held in the Broadway Universalist Church.

II. — Acknowledgments for Concerts given in our Hall.

For a series of recitals and concerts given from time to time in the music hall of the institution, we are greatly indebted to the following artists: —

To Mr. and Mrs. William H. Sherwood, assisted by his pupil, Miss Jenny Brown, pianist, and Miss Marion Osgood, violinist, for two concerts.

To Mr. John Orth, assisted by Miss Clara Nichols, and Mr. C. F. Weber, vocalist, one concert.

To Miss Culbertson, assisted by Mr. Noyes, pupils of Mr. Wm. H. Sherwood, one concert.

To Mrs. V. A. Howe, assisted by Mrs. E. C. Fenderson, Mrs. Stackpole, Miss L. B. Langley, Miss A. P. Emery, Miss Daisy Tighe, and Dr. Fenderson, reader.

To Miss McKissick, for a vocal concert.

III. — Acknowledgments for Lectures and other Entertainments.

For various lectures, readings and other entertainments, our thanks are due to the following friends: Mr. Philip Boune of Brooklyn, N. Y., Capt. S. C. Wright, Mr. S. L. Pierce, and Rev. Brooke Herford.

To Mrs. John C. Phillips, for a series of readings, given at her expense by a professional reader, in both the departments of the school.

To the managers of both the New England Institute and foreign fairs, for admitting large numbers to an afternoon entertainment at each; and to Mr. R. M. Chase, for giving the smallest members of the school a similar pleasure at the Institute fair.

IV. — Acknowledgments for Books, Minerals, Specimens, etc.

For various books, specimens, curiosities, etc., we are indebted to the following friends: Miss Abbie Alger; Mary M. Davidson, Kansas; Mrs. W. C. Wendte; Miss Fanny Eliza Webster; Dr. T. R. Armitage, London; Mr. Charles Fisher; Rev. T. M. Miles; Capt. Robert B. Forbes, Milton; Mr. Morrison Heady, Mr. William C. Howes, C. A. W. Howland, Mrs. Pond, The Society for providing Religious Literature for the Blind, The U. S. National Museum, and The U. S. Agricultural Department.

The donations of Capt. Forbes included the model of a schooner, 26 inches long, made and fitted up by his own hands.

V. — Acknowledgments for Periodicals and Newspapers.

The editors and publishers of the following reviews, magazines, and semi-monthly and weekly papers continue to be very kind and liberal in sending us their publications gratuitously,

which are always cordially welcomed, and perused with interest: —

The N. E. Journal of Education, . *Boston, Mass.*
The Atlantic, ... " "
Boston Home Journal, . . . " "
Youth's Companion, ... " "
The Christian, ... " "
The Christian Register, . . . " "
The Musical Record, ... " "
The Musical Herald, ... " "
The Folio, ... " "
Littell's Living Age, ... " "
Unitarian Review, ... " "
The Watchman, ... " "
The Golden Rule, ... " "
Zion's Herald, ... " "
The Missionary Herald, . . . " "
The Salem Register, ... *Salem, Mass.*
The Century, ... *New York, N. Y.*
St. Nicholas, ... " "
The Journal of Speculative Philosophy, " "
Church's Musical Journal, . . . *Cincinnati, O.*
Goodson Gazette, *Va. Inst. for Deaf-Mutes and Blind.*
Tablet, . . *West Va.* " " " "
Companion, . *Minnesota Institute for Deaf-Mutes.*
Il Mentore dei Ciechi, . . *Florence, Italy.*

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

M. ANAGNOS.

General Statement of Receipts and Disbursements by the Treasurer of the Perkins Institution and Massachusetts School for the Blind, for the Year ending Sept. 30, 1884.

I. — Income.

State of Massachusetts annual appropriation,	$30,000 00	
Board and tuition, State of Maine,	4,225 00	
" " " of New Hampshire,	5,400 00	
" " " of Vermont,	1,800 00	
" " " of Rhode Island,	4,291 45	
" " " of Connecticut,	4,675 00	
" " private pupils,	642 12	
		$48,943 57
Tuning,		909 93
Admission fees,		85 20
Sundry small items,		155 57
Interest on mortgage notes,		9,963 17
" on corporation notes, South Boston Railroad,	$618 75	
" " " Boott Cotton Mills,	320 83	
" " " Children's Aid Society,	1 00	
		940 58
" on [illegible]		301 39
" on [illegible] Bonds,	$300 00	
" on Bonds,	349 88	
" on	50 00	
" on [illegible] Bonds,	1,080 00	
" on Eastern Bonds,	120 00	
" Chicago, Milwaukee & St. Paul Bonds,	229 75	
		2,199 63
Dividends on stock, —		
Boston & Providence Railroad,	$240 00	
Fitchburg Railroad,	275 00	
Chicago, Burlington & Quincy Railroad,	360 00	
		875 00
Rents, house 11 Oxford street, net,	$629 84	
" 3 houses on Fifth street, 1 month,	90 00	
		719 84
Sale of books in raised print,		404 66
		$56,551 44

I. — Expenses.

Maintenance,	$41,816 12	
Repairs,	3,251 96	
Expense of workshop,	712 46	
Rent of safe,	60 00	
Board of blind man,	176 73	
Expenses of boys' shop,	6 04	
Legal services,	150 00	
Expenses of printing office,	3,452 22	
Rent of office,	250 00	
		[illegible]075 54
Harris beneficiaries,		787 50
Taxes and insurance on houses yielding income,		158 43
Rebatement of interest on notes paid,		119 45

II. — Investments.

Building 4 houses on Fifth street,		13,796 97
Mortgage notes,	$26,000 00	
Chicago, Burlington & Quincy Railroad, 60 shares,	7,650 00	
" " " " instalments,	240 00	
		33,890 00
Balance Sept. 30, 1884, —		
Cash in N. E. Trust Co.,	$21,156 55	
Less amount due M. Anagnos, Director,	457 88	
		20,698 69

II. — Receipts, Exclusive of Income.				
Legacy, Eunice M. Gridley,	$7,409 35			
Donations, General Fund,	310 00			
" Kindergarten Fund,	16,998 32			
		$24,717 67		
III. — Collections.				
Notes collected,		32,500 00		
Cash in N. E. Trust Co., Oct. 1, 1883,	$2,748 08			
" less amount due M. Anagnos, Director,	1,120 61			
		1,627 47		
		$124,396 58		$124,396 58

ANALYSIS OF THE MAINTENANCE ACCOUNT.

Meat, 26,026 lbs.,	$3,008 72
Fish, 4,056 lbs.,	199 86
Butter, 5,170 lbs.,	1,597 91
Rice, sago, etc.,	22 56
Bread, flour and meal,	1,477 56
Potatoes and other vegetables,	748 69
Fruit,	304 49
Milk, 25,520 qts.,	1,502 98
Sugar, 7,728 lbs.,	593 27
Tea and coffee, 463 lbs.,	169 67
Groceries,	732 71
Gas and oil,	482 02
Coal and wood,	2,415 23
Sundry articles of consumption,	334 10
Wages and domestic service,	4,189 05
Salaries, superintendence and instruction,	16,301 69
Outside aid,	251 63
Medicine and medical aid,	34 65
Furniture and bedding,	1,352 73
Clothing and mending,	56 04
Stable,	171 57
Musical instruments,	1,975 06
Books, stationery, etc.,	1,153 48
Construction and repairs,	1,025 88
Water taxes and insurance,	1,509 24
Travelling expenses,	65 66
Bills to be refunded,	186 94
Sundries,	52 73
	$41,916 12

EXPENSES OF THE PRINTING DEPARTMENT.

Labor,	$1,306 02
Stock,	575 52
Electrotyping,	676 98
Binding,	540 35
Type,	175 63
Machinery (repairs),	83 36
Insurance,	60 00
Cleaning, gas, etc.,	34 37
	$3,452 23

WORK DEPARTMENT, Oct. 1, 1884.

Statement.

Expenditures during the year ending Sept. 30, 1884.

Salaries and wages to blind people,	$3,599 58	
" " to seeing people,	2,381 20	
Sundries for stock, rent, etc.,	10,640 72	
		$16,621 50
Receipts.		
Cash received during the year for sales, rents, etc.,		15,909 04
		$712 46
Stock and Debts Due.		
Stock, Oct. 1, 1883,	$7,276 51	
" Oct. 1, 1884,	$5,217 34	
Debts due,	2,004 67	
	7,222 01	
		54 50
Cost of carrying on the work department during the year,		$766 96

The following account exhibits the state of the property as embraced in the treasurer's books, September 30, 1884.

Real Estate yielding Income.		
House No. 11 Oxford street,	$5,500 00	
Three houses on 5th street, South Boston,	11,472 73	
		$16,972 73
Real estate used for school purposes,		243,824 24
Unimproved land in South Boston,		8,500 00
Mortgage notes,		196,000 00
South Boston Horse R.R. Co., note,		7,500 00
Railroad Stock.		
Boston and Providence Railroad, 30 shares, value,	$4,920 00	
Fitchburg Railroad, 50 shares, value,	5,600 00	
Chicago, Burlington & Quincy R.R., 60 shares, value,	7,200 00	
		17,720 00
Railroad Bonds.		
Eastern Railroad Co. 6s, 2 at $500 each, value, $1,140,	$4,560 00	
Eastern Railroad Co. 6s, 3 at $1,000 each, value, $3 420,		
Boston & Lowell Railroad Co. 6s, 1 at $1,000, value,	1,150 00	
Chicago, Burlington & Quincy R.R. Co. 4s, 27 at $1,000, value,	24,300 00	
Chicago, Milwaukee & St. Paul R.R. Co., Dubuque Division, 6s, 5 at $1,000 val.,	5,250 00	
Ottawa & Burlington R.R. Co. 6s, 5 at $1,000 value,	5,300 00	
Kansas City, St. Joseph & Council Bluffs Railroad Co. 7s, 5 at $1,000 value,	5,850 00	
		46,410 00
Cash (less amount due M. Anagnos, Director),		20,668 69
Household furniture,		16,320 00
Provisions and supplies,		890 66
Wood and coal,		2,718 00
Work department.—Stock and debts for same,		7,222 01
Amount carried forward,		$584,746 33

Amount brought forward,		$584,746 33
Musical instruments and books,		17,885 00
Printing: stock and machinery,	$1,800 00	
Books and maps,	8,500 00	
Stereotype plates,	5,000 00	
		15,300 00
School furniture and apparatus,		7,700 00
Library,		9,900 00
Boys' shop,		79 80
Stable and tools,		988 75
		$636,599 88

The foregoing property represents the following funds and balances, and is answerable for the same.

General fund, investments,	$102,632 73	
Cash,	799 19	
Harris fund, investments,	74,720 00	
Printing " "	107,250 00	
Kindergarten fund, cash,	19,869 50	
		$305,271 42
Buildings, unimproved real estate and personal property in use for the school,		331,328 46
		$636,599 88

KINDERGARTEN FUND.

List of Contributors.

Amount acknowledged in the last report,	$2,855 00
Estate of Moses Day,	1,000 00
Miss Lucy H. Simonds,	10 00
Rev. A. F. Washburn,	10 00
Mrs. ——	5 00
Miss Clara B. Rogers,	3 00
Edward A. Freeman,	25
John Lart,	25
A Friend,	50
Two Friends,	2 00
Mrs. Dr. Freeman,	1 00
F. Freeman,	1 00
Walker Children,	1 00
A Friend to the Good Cause,	25 00
Joseph C. Tolman, Hanover, Mass.,	800 00
Little Children from Newburyport,	39 00
Mrs. I. D. Harrington,	5 00
Miss Sarah B. Fay,	500 00
Lawrence Model Lodging House Fund,	500 00
Mrs. J. H. Wolcott (second subscription),	300 00
Miss Anne Wigglesworth,	250 00
Mrs. Jeffrey Richardson,	200 00
Mrs. Susie J. Loring,	200 00
R. J. Fellows, New Haven, Conn.,	100 00
Amount carried forward,	$6,808 00

Amount brought forward,	$6,808 00
Mrs. J. T. Coolidge,	100 00
Miss Edith Rotch,	100 00
T. A. W.,	100 00
Harwood and Quincy,	100 00
Miss Abby W. May,	100 00
Mrs. Horace Gray,	100 00
George W. Wales,	100 00
Mrs. Virginia A. Howe (proceeds of concert),	75 25
Miss Anne L. Rotch,	50 00
Miss A. C. Lowell,	50 00
Dr. S. Cabot,	50 00
Mrs. Wilkins Warren,	50 00
Mrs. Eleanor Bennett, Billerica,	50 00
Edward Lawrence, Charlestown,	50 00
Miss Abby W. Turner,	50 00
Miss Alice M. Turner,	50 00
Miss Ellen J. Turner,	50 00
Mrs. Isaac Sweetser,	50 00
Mrs. B. S. Rotch,	50 00
Miss M. A. Wales,	50 00
Mrs. D. Merriam,	50 00
Dr. J. W. Burton and Friends, Flushing, N. Y.,	50 00
Mount Everett Social and Dramatic Club,	50 00
Abbott Lawrence Lowell (second donation),	50 00
Dahlgren Post No. 2, South Boston,	50 00
Mrs. Julia B. H. James,	50 00
Mrs. Sarah M Chickering,	50 00
A Friend,	40 00
Rev. Fred'k Frothingham, Milton,	30 00
C. J. White, Cambridge,	30 00
Mrs. Elisha Atkins,	30 00
E. R. Welch,	25 00
Amount carried forward,	$8,688 25

Amount brought forward,	$8,688 25
F. P. Sprague,	25 00
Miss Laura Norcross,	25 00
Dr. F. Minot (second donation).	25 00
Presbyterian Church, South Boston.	25 00
F. W. Mackay,	25 00
Mrs. Phebe A. Hearst,	25 00
Miss Clara E. Sears,	20 00
Mrs. G. G. Lowell,	20 00
Miss Mary Larmon,	20 00
Mrs. James Freeman Clarke,	20 00
Bellingham Sunday School, Chelsea.	19 72
Employés in Photo-Electric Company.	17 20
Mrs. Wells,	10 00
Master Sumner Crosby,	10 00
Mr. and Mrs. Albert Lowe, Clinton.	10 00
Miss Sarah A. Rollins,	10 00
Mrs. G. W. Hammond,	10 00
Ladies' Society, South Brookfield,	10 00
Henry M. Rogers,	10 00
Mrs. T. A. Davis,	10 00
Boston Type Foundry,	10 00
J. B. T.,	10 00
H. K. Morrell, Gardiner, Maine,	10 00
Little Helpers, Unitarian S. S., Medfield,	9 64
Miss Sophia A. Baden,	5 00
Employés in Workshop of Inst. for the Blind,	5 00
Mrs J. C. Gray,	5 00
William E. DeWitt,	5 00
W. H Reynolds,	3 00
Mrs. Hoyt,	3 00
Ellie and Walter Capron,	1 00
Willard B. Vose,	1 00
Amount carried forward,	$9,102 81

Amount brought forward,	$9,102 81
Miss Lucy T. Soule,	1 00
A Friend,	1 00
Cash,	1 00
Cottage Place Kindergarten,	41
Master D. W. Merriam,	25
Proceeds of the Girls' Fair at South Boston,	2,050 35
James Coats, Providence, R. I.,	500 00
A Friend,	500 00
Miss Mary Anne Wales (second donation),	250 00
Mrs. J. E. Lodge,	200 00
A Friend,	200 00
Miss Minna B. Hall, proceeds of concert in Longwood,	176 00
C. A. Curtis,	100 00
W.,	100 00
J. H. Carter, Roxbury,	100 00
Otis E. Weld,	100 00
C. W. Amory,	100 00
J. B. Glover,	100 00
The Misses C.,	100 00
Mrs. G. Brooks,	100 00
E. Francis Parker,	100 00
Mrs. Freeman Cobb, proceeds of concert,	75 00
James Lawrence,	50 00
B. Schlesinger,	50 00
Mrs. B. S. Rotch (second donation),	50 00
Mrs. C. B. Stewart,	50 00
Charles T. White,	50 00
Albert Glover,	50 00
Employés Boston Type Foundry,	30 35
Mrs. P. H. Sears,	25 00
Mrs. F. G. Dexter,	25 00
Amount carried forward,	$14,338 17

Amount brought forward,	$14,338 17
J. L. Emmons,	25 00
Crosbie Street S. School, Salem,	25 00
Sara B. Alden,	25 00
Henry F. Spencer,	25 00
In answer to Laura Bridgman's Appeal,	20 00
Cash,	20 00
Proceeds of play, "William Tell,"	16 75
Children of St. John's Church S. School, Sandy Hook, Conn.,	15 40
Proceeds of concert in Allston,	15 20
A Friend,	15 00
First Parish Sunday School, East Bridgewater,	13 00
Sunday School, Church of the Messiah, Chicago, Ill.,	12 50
Miss Sears,	10 00
S. M. Stewart,	10 00
Mrs. Otis Norcross, Jr.,	10 00
St. Peter's Sunday School, Beverly,	10 00
Through Laura Bridgman,	8 00
Sixth Class, Agassiz School, Cambridge,	6 12
H. C. Whitcomb,	5 90
Mrs. E. E. F. Field, Milton,	5 00
Mrs. Sarah M. Chickering (second donation),	5 00
Mrs. ——	5 00
M. C.,	5 00
Miss Mandor,	5 00
Bridgewater Unitarian Sunday School,	4 00
Rev. Mr. Wright,	3 50
Philadelphia,	3 00
Master James S. Davis, Dorchester,	2 00
Miss Pinkham's Class, Dr. Briggs's Church, Cambridgeport,	2 00
A Friend in Norwood,	2 00
Amount carried forward,	$14,667 54

Amount brought forward,	$14,667 54
Cape Cod Item,	1 00
A Friend,	1 00
Cash,	1 00
D. D. Tappan,	1 00
Laura Bridgman,	1 00
Miss Ida M. Mason,	1,000 00
Miss Nancy Brackett,	200 00
Mrs. James Greenleaf, Cambridge,	200 00
Mrs. William Appleton,	200 00
Hyde Park, through Miss Florence E. Leadbetter,	130 00
Ruth N. Pearson and Minnie M. Graves, Charlestown, proceeds of Fair,	120 00
Dr. and Mrs. C. E. Ware,	100 00
Mrs. Isaac Sweetser (second donation),	100 00
Mrs. Frances A. Gill,	100 00
Mrs. Mary E. Pierson, Windsor, Conn.,	100 00
Moses Hunt, Charlestown,	100 00
Proceeds of Concert in Bridgewater,	100 00
Miss Anne Wigglesworth (second donation),	100 00
Proceeds of Concert in Charlestown,	74 00
Young People's Society of Christian Endeavor, Phillips Church, South Boston,	72 22
"Never too late to mend" Sewing Circle,	50 50
Mrs. J. H. Thorndike (second donation),	50 00
Back Bay Theatre Co.,	50 00
Mrs. F. A. Brooks,	50 00
Miss S. G. Littell,	50 00
Through Mr. and Mrs. B. T. Johnson, Middleborough,	37 33
Dr. Rufus Ellis's Sunday School,	31 00
Miss M. L. Ware,	25 00
C. M. L.,	25 00
Amount carried forward,	$17,737 59

Amount brought forward,	$17,737 59
Miss Ellen M. Jones,	25 00
Mrs. L. M. Hall,	25 00
Charles H. Stearns,	25 00
Mrs. Constantine V. Hutchins,	15 00
Mrs. Robert Swan,	10 00
Miss G. Lowell,	10 00
Mrs. C. C. Chadwick,	10 00
Mr. and Mrs. W. T. Piper, Cambridge,	10 00
Robert B. and Mary G. Stone,	10 00
Friends, through Miss L.,	10 00
A. A. H., St. Paul, Minn.,	10 00
Miss M.,	10 00
Through Mrs. George A. Mitchell, Hyde Park,	10 00
Mr. and Mrs. Hamilton Morehead, Marshfield,	10 00
Mary E. Piper,	5 00
E. J. Langley,	5 00
W. Y. Gross,	5 00
Lady, by E. R. Hall,	5 00
Mrs. Frances H. Gray,	5 00
Mrs. L. C. Goodwin,	5 00
Miss S. G. Fisher,	5 00
Mrs. D. N. Richards,	5 00
Nettie M. Bartlett, West Gardiner,	5 10
Entertainment by little boys of Perkins Institution,	4 50
Sunday School, Dr. Rufus Ellis's Church (additional),	2 75
Anonymous,	2 50
Children's Fair, Bridgewater,	2 00
Bessie Elliot and Bertha March, Cambridge, proceeds of sale,	2 00
Entertainment by little girls of Perkins Institution,	1 66
Through Laura Bridgman,	1 00
Amount carried forward,	$17,989 10

Amount brought forward,	$17,989	1
Anonymous,	1	00
Through Miss A.,	1	00
Hiram A. Wright, Roxbury,	1	00
Through Fannie E. Jackson,		50
Mrs. Mary L. Brown,		50
Sale of Kindergarten work,		50
Cash,		50
T. Jefferson Coolidge,	50	00
Miss Minna Wesselhoeft,	5	00
Ladies' Unitarian Domestic Missionary Society, Portsmouth, N. H.,	25	00
Miss Isabel Merry, Newark, New Jersey,	5	00
Mrs. Henry Sigourney, Boston,	100	00
C. M. Kettell, Boston,	5	00
Children in Lowell,	5	00
Florence Sunday School, by Miss Elder,	11	25
Miss Martha Carter, Boston,	1	00
H. L., Charlestown,	2	00
Helping Hands Society, by Carrie T. Foster,	20	00
Mrs. S. K. Burgess, Boston,	10	00
Mrs. E. K. Storrs, Boston,	10	00
Faust Social Club, F. M. Dean,	10	70
Miss C. E. Jenks,	5	00
Proceeds of Dr. H. P. Bowditch's children's fair, Jamaica Plain,	44	27
G. A. White,	50	00
Mrs. Sarah A. Gill, Worcester,	500	00
Dr. John H. Dix,	1,000	00
	$19,853	32

Additional Contributions.

P. S. — Since the 30th of September, when the annual accounts of the treasurer were closed, to the 1st of December last, the following contributions were received by him: —

Amount acknowledged in the foregoing pages,	$19,853 32
Unitarian Sunday School, New Bedford,	23 00
Warrenton Chapel Kindergarten,	3 41
Unitarian Sunday School, Dorchester,	39 03
Mrs. Ferguson, proceeds of concert in Dorchester,	100 00
Mrs. Helen B. Carter, proceeds of sale, West Newton,	108 00
Children of Wellesley Hills Primary School,	2 00
Pupils of Miss Sampson's Private School, Boylston Chapel,	9 00
Miss Mary Brackett's infant class in Dr. Ellis's Church,	9 25
Poor children on Albany Street,	50
Fair held by four little girls, 6 North Avenue, Cambridge,	51 41
Eliza Blodgett and Helen Patterson, St. Johnsbury, Vermont,	2 00
Nimble Fingers Society, Dorchester,	20 00
Entertainment by five little girls in Newtonville,	1 50
E. W. S.,	1 00
Little lame boy in Hartford, Conn.,	50
Guests of Lancaster House, through C. H. Prescott,	8 00
Sunday School class, Litchfield, Conn.,	5 00
Through Martin H. Smith,	4 75
Unitarian Sunday School, Lexington,	10 00
Little lame girl in Hartford, Conn.,	28
Amount carried forward,	$20,251 95

Amount brought forward, ...	$20,251 95
Proceeds of fair in Swampscott by Blanche Loring and Susie Hastings, ...	110 00
Eustis P. Morgan, Saco, Me., ...	10 00
Mrs. M. C. Charles, Melrose, ...	25 00
Cash, ...	25
Miss C. F. F., ...	20 00
Lindanna Maxfield, ...	1 16
Lady from Sandwich, through Fannie Jackson, .	2 50
Sale of materials, ...	2 00
Proceeds of concert at South Abington, . .	41 88
Dennis A. Reardon, ...	30 00
Fair in Cambridgeport by Bessie Elliot, Bertha March, Marion R. Brooks, and Alice Elliot, .	34 00
Proceeds of fair, through Mrs. J. Huntington Wolcott, ...	4,602 89
Mrs. John Lowell, ...	50 00
Miss Lucy Lowell, ...	50 00
	$25,231 63

LIST OF EMBOSSED BOOKS,

Printed at the Perkins Institution and Massachusetts School for the Blind.

TITLE OF BOOK.	No. of Volumes.	Price per Volume.
Howe's Cyclopædia,	8	$4 00
Baxter's Call,	1	2 50
Book of Proverbs,	1	2 00
Book of Psalms,	1	3 00
New Testament,	4	2 50
Book of Common Prayer,	1	4 00
Hymns for the Blind,	1	2 00
Pilgrim's Progress,	1	4 00
Life of Melanchthon,	1	1 00
Natural Theology,	1	4 00
Combe's Constitution of Man,	1	4 00
Selections from the Works of Swedenborg,	1	–
Second Table of Logarithms,	1	3 00
Philosophy of Natural History,	1	3 00
"Life and her Children," or a Reader of Natural History,	1	3 00
Huxley's Science Primers, Introductory,	1	2 00
Memoir of Dr. Samuel G. Howe,	1	3 00
Cutter's Anatomy, Physiology and Hygiene,	1	3 00
Viri Romæ, new edition with additions,	1	2 00
Musical Characters used by the seeing,	1	35
Key to Braille's Musical Notation,	1	35
Guyot's Geography,	1	4 00
Scribner's Geographical Reader,	1	2 50
Dickens's Child's History of England,	2	3 00
Anderson's History of the United States,	1	2 50
Higginson's Young Folks' History of the United States,	1	3 50
Schmitz's History of Greece,	1	3 00
Schmitz's History of Rome,	1	2 50
Freeman's History of Europe,	1	2 50
An Account of the Most Celebrated Diamonds,	1	50
Extracts from British and American Literature,	2	3 00
American Prose,	2	3 00
Hawthorne's Tanglewood Tales,	2	2 00
Dickens's Old Curiosity Shop,	3	4 00
Dickens's Christmas Carol, with extracts from Pickwick,	1	3 00
The Last Days of Pompeii, by Edward Bulwer Lytton,	3	3 00
Goldsmith's Vicar of Wakefield,	1	3 00
George Eliot's Silas Marner,	1	3 50
Biographical Sketch of George Eliot,	1	25

LIST OF EMBOSSED BOOKS — *Continued.*

TITLE OF BOOK.	No. of Volumes.	Price per Volume.
Milton's Paradise Lost,	2	$3 00
Pope's Essay on Man and other Poems,	1	2 50
Shakespeare's Hamlet and Julius Cæsar,	1	4 00
Scott's Lay of the Last Minstrel and 37 other Poems,	1	3 00
Byron's Hebrew Melodies and Childe Harold,	1	3 00
Poetry of Byron, selected by Matthew Arnold,	1	3 00
Tennyson's In Memoriam and other Poems,	1	3 00
Longfellow's Evangeline,	1	2 00
Longfellow's Evangeline and other Poems,	1	3 00
Whittier's Poems,	1	3 00
Lowell's Poems,	1	3 00
Bryant's Poems,	1	3 00
Longfellow's Birthday, by J. R. Anagnos,	1	25
Constitution of the United States,	1	40
Biographical Sketches of Distinguished Persons,	1	3 00
Commemoration Ode, by H. W. Stratton,	1	10
JUVENILE BOOKS.		
Script and point alphabet sheets per hundred,	–	5 00
An Eclectic Primer,	1	40
Child's First Book,	1	40
Child's Second Book,	1	40
Child's Third Book,	1	40
Child's Fourth Book,	1	40
Child's Fifth Book,	1	40
Child's Sixth Book,	1	40
Child's Seventh Book,	1	40
Youth's Library, vol. 1st,	1	1 25
Youth's Library, vol. 2d,	1	1 25
Youth's Library, vol. 3d,	1	1 25
Youth's Library, vol. 4th,	1	1 25
Youth's Library, vol. 5th,	1	1 25
Youth's Library, vol. 6th,	1	1 25
Youth's Library, vol 7th,	1	1 25
Youth's Library, vol. 8th,	1	1 25
Children's Fairy Book, by M. Anagnos,	1	2 50
Andersen's Stories and Tales,	1	3 00
Eliot's Six Arabian Nights,	1	3 00
Lodge's Twelve Popular Tales,	1	2 00
Bible Stories in Bible language, by Emilie Poulsson,	1	3 50

N. B. The prices in the above list are set down per volume, not per set.

LIST OF APPLIANCES AND TANGIBLE APPARATUS,

Made at the Perkins Institution and Massachusetts School for the Blind.

GEOGRAPHY.

1. — *Wall-Maps.*

1. The Hemispheres,	size,	42 by	52 inches.
2. United States, Mexico and Canada,	"	"	"
3. North America,	"	"	"
4. South America,	"	"	"
5. Europe,	"	"	"
6. Asia,	"	"	"
7. Africa,	"	"	"
8. The World on Mercator's Projection,	"	"	"

Each $35, or the set, $280.

II. — *Dissected Maps.*

1. Eastern Hemisphere,	size,	30 by	36 inches.
2. Western Hemisphere,	"	"	"
3. North America,	"	"	"
4. United States,	"	"	"
5. South America,	"	"	"
6. Europe,	"	"	"
7. Asia,	"	"	"
8. Africa,	"	"	"

Each $23, or the set, $184.

These maps are considered, in point of workmanship, accuracy and distinctness of outline, durability and beauty, far superior to all thus far made in Europe or in this country.

"The New England Journal of Education" says, "They are very strong, present a fine, bright surface, and are an ornament to any school-room."

III. — *Pin-Maps.*

Cushions for pin-maps and diagrams, . . .	each,	$0 75

Arithmetic.

Ciphering-boards made of brass strips, nickel-plated, ...	each,	$4 25
Ciphering-types, nickel-plated, per hundred, .	"	1 00

Writing.

Grooved writing-cards, ...	each,	$0 05
Braille tablets, with metallic bed, . . .	"	1 50
Braille French tablets, with cloth bed, . . .	"	1 00
Braille new tablets, with cloth bed, . . .	"	1 00
Braille Daisy tablets, ...	"	5 00

TERMS OF ADMISSION.

"Candidates for admission must be over nine and under nineteen years of age, and none others shall be admitted." — *Extract from the by-laws.*

Blind children and youth between the ages above prescribed and of sound mind and good moral character, can be admitted to the school by paying $300 per annum. Those among them who belong to the state of Massachusetts and whose parents or guardians are not able to pay the whole or a portion of this sum, can be admitted gratuitously by application to the governor for a warrant.

The following is a good form, though any other will do: —

"*To His Excellency the Governor.*

"SIR, — My son (or daughter, or nephew, or niece, as the case may be), named ——, and aged ——, cannot be instructed in the common schools, for want of sight. I am unable to pay for the tuition at the Perkins Institution and Massachusetts School for the Blind, and I request that your Excellency will give a warrant for free admission.

Very respectfully, —— ——."

The application may be made by any relation or friend, if the parents are dead or absent.

It should be accompanied by a certificate, signed by some regular physician, in this form: —

"I certify that, in my opinion, —— —— has not sufficient vision to be taught in common schools; and that he is free from epilepsy, and from any contagious disease.

(Signed) —— ——."

These papers should be done up together, and forwarded to the DIRECTOR OF THE INSTITUTION FOR THE BLIND, *South Boston, Mass.*

Blind children and youth residing in Maine, New Hampshire, Vermont, Connecticut and Rhode Island, by applying as above to the governor, or the "Secretary of State," in their respective states, can obtain warrants for free admission.

The sum of $300 above specified covers all expenses (except for clothing), namely, board, lodging, washing, tuition, and the use of books and musical instruments. The pupils must furnish their own clothing, and pay their own fares to and from the institution.

An obligation will be required from some responsible persons, that the pupil shall be kept properly supplied with decent clothing, shall be provided for during vacations, and shall be removed, without expense to the institution, whenever it may be desirable to discharge him.

The usual period of tuition is from five to seven years.

The friends of the pupils can visit them whenever they choose.

The use of tobacco, either in smoking or otherwise, is strictly prohibited in the institution.

Persons applying for admission of children must fill out certain blanks, copies of which will be forwarded to any address on application.

For further information address M. ANAGNOS, DIRECTOR, PERKINS INSTITUTION FOR THE BLIND, *South Boston, Mass.*

APPENDIX.

PROCEEDINGS

OF THE

COMMENCEMENT EXERCISES

OF THE

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

COMMENCEMENT EXERCISES

OF THE

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

The commencement exercises of the school were held early in June, in Tremont Temple, having been first announced by the following circular: —

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
BOSTON, May 10, 1884.

The commencement exercises of this school will be held at Tremont Temple on Tuesday, June 3, at 3 P. M. Samuel Eliot, LL.D., will preside; His Excellency, Governor Robinson will give a brief opening address, and Mr. C. W. Ernst will speak on the kindergarten project.

You are most cordially invited to honor the occasion with your presence.

The seats on the floor and in the first balcony of the Temple will be reserved for the choice of the members of the corporation and the friends and patrons of the institution, to whom this invitation is sent, until Saturday, May 24. Tickets are ready for delivery, and those who may be desirous of obtaining them are requested to send me a postal card indicating the number wished for. It will give me very great pleasure to forward them at once.

The seats will be reserved until 3 o'clock, punctually, when standing persons will be permitted to occupy all vacant places.

M. ANAGNOS.

No tickets are required for the Second Balcony of the Temple, to which the public are cordially invited.

A kindergarten, or primary school, is imperatively needed for little sightless children. Without it the system of education for the blind cannot be regarded complete. The attention of the generous and benevolent members of our community is most respectfully called to this project.

The total amount of the kindergarten fund on the first day of May was about $17,000. Further contributions are earnestly solicited, and will be thankfully received by

JAMES STURGIS, *Treasurer pro tem.*

No. 70 Kilby street, Boston.

This circular also contained the programme of exercises hereafter given. The city journals and many of the newspapers of neighboring cities and towns, then took up the word and gave it the wider utterance demanded by the increasing interest of the people in this institution.

PROGRAMME. PART I.

1. ORGAN SELECTIONS.

MISS FREDA BLACK.

2. BRIEF OPENING ADDRESS.

HIS EXCELLENCY GOVERNOR ROBINSON.

3. BAND, — March, — "British Heart," . . . *Hartn r.*

4. ESSAY, — "Work."

MISS ALICE S. HOLBROOK.

5. SOLO FOR ALTO HORN, — "Morceau de Salon," No. 3, } *H. Painpare.*

CHRISTOPHER A. HOWLAND.

6. EXERCISE IN PHYSICS.

CHARLES T. GLEASON.

7. SOLO FOR CLARINET, — "Venzano Waltz," *L Venzano.*

CLARENCE W. BASFORD.

8. ESSAY, — "Four Poets."

MISS SUSANNA E. SHEAHAN.

PART II.

1. GYMNASTICS, Military Drill and Calisthenics.

2. SOLO FOR CORNET, — "Arbuckleinian Polka," *Hartmann.*

CHARLES H. PRESCOTT.

3. READING WITH THE FINGERS, — Exercise in Geography.

4. KINDERGARTEN EXERCISES.

Remarks on the proposed Kindergarten, by MR. C. W. ERNST.

5. DUET, — "On to the Field of Glory," — from Belisario, } *Donizetti.*

MESSRS. L. TITUS AND WM. B. HAMMOND.

6. VALEDICTORY.

MISS ISABELLA ROMILY.

7. CHORUS FOR FEMALE VOICES, — "Charity," *Rossini.*

8. AWARD OF DIPLOMAS.

BY DR. SAMUEL ELIOT.

9. CHORUS, — "O hail us ye free," — from Ernani, *Verdi.*

NAMES OF GRADUATES.

ALICE S. HOLBROOK. ALICE M. LOWE. ISABELLA ROMILY.

The better facilities for knowing the character of this school, afforded since holding these annual exercises in a more roomy and accessible place, has been one important means of awakening and extending the public interest; and the consequent demand for tickets was so great that the supply was exhausted several days before the festival was to take place, and hundreds (perhaps *thousands*) of applicants were unavoidably refused.

The hall was filled by an audience the character of which was an honor to the occasion. The pupils occupied nearly all the seats upon the platform, a few being reserved for the trustees, members of the corporation and other prominent gentlemen. Near the centre of the platform, among the older pupils, sat Laura Bridgman, ever an object of universal interest and wonder, and her presence awoke a deeper interest in her appeal for the kindergarten, fac-simile copies of which had been distributed through the hall and were now in the hands of the audience.

While the later arrivals were finding seats among the audience, some selections for the organ were very acceptably rendered by Miss Freda Black, and the meeting was then opened by the chairman, Mr. John S. Dwight, who made the following address: —

"It is my misfortune, as well as yours, ladies and gentlemen, that the honored president of our corporation, Dr. Samuel Eliot, is unable to be with us, and that I have to be

called upon to try to seem to fill his place. I am probably selected from among my colleagues in the board of trustees, partly as representing the committee on education, but chiefly, I imagine, on the ground of age. And that shall be my fair excuse for falling back on something very near to 'total abstinence' from *speech-making*, — plenty of *that* (and of the best, I dare say) you will find provided in the programme. There, too, you will find a great variety of branches and of topics which may well surprise any one (present for the first time) to see figuring in a scheme of education for the blind. But I assure you there is no vanity in all this; no silly ambition for display. It only means that our school deals with this serious privation of its pupils in no spirit of mere sentimental charity. In the first place, it is not an '*asylum*,' as it is too often called; it is simply a *school*. And having undertaken their schooling, we think it no cruelty to them to make them perfectly aware how much they *lose*, through their infirmity, of means and opportunities and pleasures always accessible to those who see. We do not educate them on the principle that 'ignorance' (for them) 'is bliss.' On the contrary, we try to teach them *all that everybody knows*, or can and ought to know, — at least so far as practicable; teach them not only reading, writing and arithmetic, but also higher mathematics, language, literature, music, history, geography, philosophy, political economy, natural history, physical sciences, even including optics, or the laws of light and sight; and above all, the art of honest thinking and of simple, clear expression. All this on the one hand, with no neglect of physical or moral culture; while, on the other, we endeavor so to educate them as to make good their loss by more than equal gain in other faculties.

"The result you may here see in the intelligent and happy aspect which they all present; in the cheerful fervor with which they go about their studies and their work; in the ease and cleverness, the buoyancy, — I may even say, the æsthetic unity, so manifest in all their plays and their gymnastic exer-

cises; and even in the spirit and the zest, the quick perception of character and fitness, with which some of them enter into the acting of dramas and charades.

"In short the *curriculum* is anything but fanciful or superficial; it is eminently practical, — in nothing more so than in the large share of attention which is given to *music*, which is not only the blind man's solace, a refining, elevating influence, and an inspirer and preserver of harmony and order in the school (just as the electric lights are said to be the best kind of police out of doors), but which, more generally than any other art or craft which they can learn, enables them to earn their living, either as teachers or performers, when they come out into the world. The sightless can compete now with the seeing on far more equal terms after these seven years of training so exact and thorough, of culture so liberal and many-sided.

"This annual exhibition held for many years in the very small hall of the institution at South Boston, and much shaded from publicity, has been assuming larger proportions for a few years past, and attracting wider interest and attention; so that now it is not uncommon to hear these exercises spoken of as our 'commencement!' The number, to be sure, who 'graduate,' or take the diploma each year, has been very small; none can have it until they have fulfilled every requisition of the course, — that is to say, until their teachers can pronounce them thoroughly prepared to go out and meet the world and take their places as useful and worthy members of society. Last year there were *six* graduates; this year only three, and these all of the gentler sex; and one of these, unfortunately, is kept away by illness. For those who *do* receive it, this diploma is ample assurance, won by thorough tests, of character and of capacity for self-supporting, good work in the world. It carries with it, too, the hearty sympathy and God-speed of all their teachers and companions.

"As all earnest pursuit of knowledge sooner or later teaches

us that we know almost nothing, so in all earnest *doing*, even if we seem to reach the summit, it is only to show us that there is yet more and greater to be done. The Perkins Institution has reached the point where it feels the absolute necessity of a separate provision, on a generous scale, for the introduction of the kindergarten.—that entering wedge of common sense in education, — for poor, sightless children of a tender age. The want and the idea will be explained to you in the course of the exercises, while the deft fingers of some of the smaller children will be silently illustrating the beauty of the method here before your eyes.

"The Perkins Institution and Massachusetts School for the Blind originated, as you all know, in the large heart and brain of that great philanthropist, Dr. Samuel G. Howe, of whom a most fit monument now sits before you on this platform in the person of Laura Bridgman who, bereft of sight and speech and hearing, yet through the electric finger touch of friends about her, apprehends, appreciates and feels with deepest interest and joy all that is here going on. His genius and indefatigable zeal shaped and built up the institution and left it on a solid basis for his no less indefatigable and wise successor. While it has owed the larger part of its financial endowment to private munificence, notably to the late Thomas Handasyd Perkins, it is also largely dependent on the fostering aid which the good old state of Massachusetts has always extended to all educational, humane and charitable institutions within her borders; and she has shown herself no parsimonious stepmother toward this school for the blind. For years past has the state, by act of legislature, appropriated annually $30,000 to the support of this institution. In return for this the state is represented in its government, four of its twelve trustees being appointed annually by the governor and council. Moreover, blind children of poorer families, or orphans, are sent to it, under proper safeguard, without charge, as wards of the

commonwealth. The other New England states share, in their proportion, like contributions and privileges.

"Very fitly, therefore, had the chief magistrate of the commonwealth, His Excellency Governor Robinson, consented to lend us the honor of his presence here this afternoon, and make the opening address. But, unfortunately, the 'Great and General Court,' that august body that sits month after month industriously multiplying laws, having at last concluded to adjourn, has fixed upon this very day for bringing its labors to a close and keeps His Excellency a prisoner at the state house until its bills are all disposed of.

"So much the worse for *us!* But also so much the better in one view of the matter, inasmuch as you will come all the sooner to what constitutes the real and persuasive eloquence of these occasions, — that which springs from the lips and fingers of these blind pupils here before you. Such eloquence can speak for itself, perhaps, better than doctors of law or governors, however sympathetic."

The following letter from the Governor was then read: —

EXECUTIVE CHAMBER, STATE HOUSE,
BOSTON, May 30, 1884.

MY DEAR SIR: — You will remember that some time since I gave you to understand that I would be glad to accompany you to the anniversary exercises of the Perkins Institution, at 3 P.M., Tuesday, June 3. As you are probably aware, the legislature is in its closing hours, and it is extremely doubtful whether I shall be able to keep that engagement, my official duties requiring my constant presence in the executive chamber. Knowing that you will fully appreciate these circumstances, I do not hesitate to request you to release me from a definite engagement.

Very truly yours,

GEO. D. ROBINSON.

HON. JAMES STURGIS, No. 70 St. James Ave., Boston.

The exercises commenced with Hartner's march, "British Heart," which was played by the band "with excellent effect and precision." The following essay was then given by Miss Holbrook, who was commended both for "its conciseness and argumentative sequence" and for the "exactitude of utterance" which marked her delivery.

WORK.

BY MISS ALICE S. HOLBROOK.

He who blesses mankind by his work has reason to be proud of that work, whatever it is.

Day after day, year after year, the miner toils in the deep caverns of the earth. By his industry civilization makes great strides over land and sea. The products of his labors are present everywhere.

Long live the farmer, who ploughs, plants, reaps, tends his flocks and herds, and by his honest toil provides food and raiment, — sources of strength, from which all gather power to perform their daily tasks.

If the mariner braved not the dangers of the mighty deep, commerce would become crippled, knowledge less diffused, and the benefits derived from the presence and thoughts of good and wise men less universal.

Mental labor has devised better and swifter methods of accomplishing every variety of work. The mathematician helps to rear the lofty pile, while scientists open the book of nature that all may read.

The pulpit, the press, and the platform exert a powerful moral influence. Equally powerful are the smiles, the tear, and the warm grasp of the hand to the weary one struggling to overcome obstacles in his way. A philanthropist is too wise

even to desire the removal of obstacles, because he knows that strength is acquired by wrestling with them.

To-day calls for workers! It finds many humble, patient workers in every station making civilization a fact. The call comes to those who gratify selfish desires regardless of the ruin they bring. The call comes to the idler. "Up! rouse thyself! Shake off thy lethargy! Lo! thy brother's burden is too heavy, wilt thou not lighten it?"

As the hopes of every generation are in its children, "How shall we train the children?" is the important problem of the day. To those who have the training of youth, the call comes: Work to-day! Plant the seeds of physical, mental and moral truth. Humanity cries to every one in whatever sphere:

"Act, act, in the living present. Heart within, and God o'er head."

The pleasant tribute of several bouquets rewarded her at its close.

The solo for the alto horn, Painpare's "Morceau de Salon," played by Christopher A. Howland, was enthusiastically received by the audience, and he, too, was greeted with flowers.

The subject of the "Exercise in Physics" by Charles T. Gleason, was air-pressure, which he illustrated by several experiments, closing by exhausting the Magdeburg hemispheres and proving the truth of his previous statement by a struggle with Mr. Anagnos to wrench them apart. The exercise was watched with interest.

The solo for the clarinet was necessarily omitted on account of the illness of Clarence W. Basford,

and the first part of the programme closed with Miss Sheahan's essay on "Four Poets."

FOUR POETS.

BY MISS SUSANNA E. SHEAHAN.

In the long list of authors who have labored during the past fifty years, the names of Longfellow, Lowell, Whittier and Bryant stand foremost as representatives of American literature.

In studying their writings we cannot fail to recognize the individuality of each. Although the thought, opinion, or object may be the same, yet there is something in the mode of expression that seems to whisper to the careful student, "This is Longfellow, that is Whittier."

"Death is the brother of Love, twin-brother is he, and is only
More austere to behold. With a kiss upon lips that are fading
Takes he the soul and departs, and, rocked in the arms of affection,
Places the ransomed child, new born, 'fore the face of its father."

"At that wished gate which gentle Death doth ope,
Into the boundless realm of strength and hope?"

"I cannot feel that thou art far,
Since near at need the angels are;
And when the sunset gates unbar,
Shall I not see thee waiting stand,
And, white against the evening star,
The welcome of thy beckoning hand?"

"And thou, who, o'er thy friend's low bier,
Dost shed the bitter drops like rain,
Hope that a brighter, happier sphere
Will give him to thy arms again."

The same thoughts are expressed by them all, that death is not a separator but a uniter; that the future world is not a place of uncertainty, but a place of strength and hope. Yet

how different are the figurative expressions of Longfellow from the pathos and trust of Whittier; the classical phrases of Lowell from the tender simplicity of Bryant!

Their treatment of the cause of slavery affords another illustration of their individuality.

In all of Longfellow's poems we find that he has paid great attention to the arrangement of verse, and his words are at once simple and elegant. He is therefore considered by many the most artistic of the four. The king and the beggar, the divine and the savage, alike claim his sympathy and attention.

"Evangeline," one of his most popular poems, a description of the life and exile of the Acadian farmers, was the first successful attempt to use the old Latin heroic metre in English poetry. The descriptions of nature in this poem are in perfect harmony with the story, and add greatly to its pathos and beauty.

"The Tales of a Wayside Inn" illustrate what ability Longfellow possessed of treating a variety of subjects with equal skill and interest. "The Song of Hiawatha" affords beautiful examples of music in literature.

Whittier is much more impulsive than the former, and writes, as Lowell says, "at white heats." As soon as he has grasped the thought himself, he wishes to give it to others. It flows from him because he cannot keep it back, and because he is the natural poet, almost unconsciously, in verse. He possesses a deep sense of religion, and of all that is great and good; and his love of God and man breathes through all his works. In the "Songs of Labor" he enters into the simplest occupations, and finds something poetical in them all.

Lowell writes with more humor and incisiveness than any of the others. The number of short sayings that may be quoted on so many occasions have done much toward his popularity: —

"They have rights who dare maintain them."

"Not what we give, but what we share."

One of his finest poems is "The Vision of Sir Launfal," which contains a perfect description of a June day. "My Love," "To M. L.," "Irene," contain fine pictures of womanly character. His style is broad, comprehensive, witty and incisive, and his power of criticism is acknowledged by many to be unsurpassed.

In Bryant's writings we find more simplicity than in any of the others; and he differs from them in that he holds himself a part of all nature. The trees, flowers, streams, winds, birds and insects are alike living creatures to him, a part of the same great family of which he is a member. He talks to them as to human friends, and sees in everything about him silent lessons of love.

So great are the powers of these four poets, that the more we study them the harder it is to form a just estimate of their ability and influence; and it is only the critics of the years to come who will be able to place them according to their true merits.

Her essay was very favorably criticised by the press, and praised as "a critical analysis of rare power and discernment."

During its progress a part of the pupils had been quietly leaving the hall in little groups, and, at its close, the second part of the programme opened by their reappearance in gymnastic dress and order. First, fourteen little boys in blue flannel suits, with tri-colored breast-knots and red neckties, marched upon the platform with wooden dumb-bells, and, without word of command, performed a series of calisthenics to the music of the piano. These retired and were succeeded by nine little girls dressed in loose frocks of creamy white,

with blue sashes and caps of the same color, who executed a different set of movements; and these, in turn, gave place to a squad of ten young men, commanded by Major Wright, who went through a military drill which was intently watched by the audience, especially the silent manual; and, as they disappeared down one stairway, eight little girls with silvery wands ascended the platform from the opposite side, and performed a semi-military drill. These exercises followed each other in such rapid and easy sequence that, to the eyes of the audience they formed one complete panorama.

The illness of Charles H. Prescott necessitated another break in the programme by the omission of the cornet solo, "Arbuckleinian Polka."

An exercise in geography followed, in which the teacher, showing separate models of various states and countries, was at once answered by the pupil giving its name and adding some geographical or historical fact belonging to it; after which a lad arranged upon an easel a dissected map of Europe, while two older girls read selections in raised type.

At the close of this exercise small tables were placed on the platform, and a class of the youngest boys and girls, furnished with materials for kindergarten exercises, busily worked in presence of the audience, while Mr. C. W. Ernst was making the following remarks : —

OUR DUTY TO THE BLIND A DUTY TO OURSELVES.

ADDRESS BY C. W. ERNST.

LADIES AND GENTLEMEN: — Your welcome presence shows you to be so well interested in our friends, the blind, as to make it entirely unnecessary on my part to arouse your sympathy or to address your pity. Moreover, other people have appealed and will appeal to your sentiments more effectually and, I am sure, more acceptably than I could. Beside that, the blind speak to-day very well for themselves. Their addresses, to which we have listened, and their interesting exercises, of which we have been grateful and delighted witnesses, plead their cause with touching eloquence, to which we all have readily responded with our applause, our sincere sympathies, and not a little of that tender emotion which dwells in this splendid audience and in every human breast. But for the present I shall bid farewell to these pleasing considerations, and in taking a somewhat sterner view of the case now in hand, permit me to address your reason rather than your sentiment, and your intellect rather than your feelings.

Though not strictly germane to the subject which Mr. Anagnos, the honored director of the Perkins Institution, desires me to lay before you, we should no longer forget that in a very large sense blindness is a preventable malady. The healing art — and in matters concerning the treatment of the human eye we may say, perhaps, medical science — has taught us, or is beginning to teach us, that what we popularly call blindness may, in very many cases, be described as a filth disease which can be prevented or removed by an early appeal to almost any one of the many excellent oculists who are now found in every great city of our country. Investigators * find, that of the persons now blind, about forty per cent. represent the result of simple ignorance or neglect. The census of 1880

* See Dr. Hugo Magnus, *Die Blindheit*, *Breslau*, 1883, p. 285, whose authorities are quoted.

tells us that four years ago we had 48,928 blind in the country. Very nearly 20,000 of these are blind from causes of which modern medicine is no longer afraid.

The lesson of this is patent. Whenever the eyes, especially of a child and a new-born infant, are not entirely normal, the only right thing to do is to call promptly for the assistance of a trained oculist, — not of persons who have patent medicines or family remedies, or undertake to cure by dogma, but of a trained specialist who has studied modern ophthalmology.

That branch of the medical art, thanks to the great men of our own time, is rapidly becoming an exact science, for which the thinking people should have nothing but deep admiration and gratitude, and the benefit of which is now accessible to substantially all people, at least here in Boston and throughout New England. Nevertheless we shall always have the blind with us, and we must face the problem of which they are the occasion.

From what is due to the blind, and far more from what society owes to itself, the policy may be laid down that the blind should be enabled to compete with seeing people on something like equal terms. This is not a matter of charity, but, as Dr. Samuel G. Howe and his successor have not failed to point out, a matter of right. In our social intercourse with the blind it is not quite civil to remind them of what to us looks like a defect, though to some of them a state different from their own is scarcely imagined, much less estimated as it is by ourselves. But the case involves rather more than mere courtesy or what the world has learned from the New Testament to call by the sweet name of "charity." The question is one of statute law and political economy, and I shall have failed in my little endeavor if I do not justify our object to your sense of right as well as to your conception of a sound public policy.

It is a fortunate circumstance that I, comparatively a stranger to you, may reason before you and with you as to what is best for our society, and that you solicit rather than tolerate a train

of reasoning that should bear the test of the counting-room, of our public laws and of our social polity. But Boston and New England have always listened to reason, and, when convinced by adequate arguments, have never failed to act. The result you see before you in the little people who use their pliable fingers in part for your edification, and chiefly for the purpose of showing that the blind no less than the seeing may become producers, artisans, and accomplished members of society.

The law requires that every child shall be educated at the public cost. And as the Perkins Institution is a school for all New England, I may remind you that in Massachusetts, Rhode Island and New Hampshire every child from 5 to 15 years old, in Connecticut every child from 4 to 16 years old, in Vermont every child from 5 to 20 years old, and in Maine every person from the infant age of 4 to the 21st year, is either entitled to a place in the public schools or absolutely compelled to acquire an education. If that be the law, — and a good law it is, — the blind children of New England do not ask for charity, but for their legal rights, when they or their lawful protectors ask for school accommodations. Nor would the law be wrong if it said, not that blind children may be taught, but that they shall be taught, and that the truant officer will step in if their education be neglected. It is strictly under the letter and in the spirit of our public law that we ask for a school in which the blind children of New England may learn the rudiments of knowledge, in order that later on they may attend to better advantage the higher school whose guests we are upon this occasion. It is hardly necessary to add that the Perkins Institution is neither an asylum nor an eleemosynary establishment, but simply a school somewhat like the Boston Latin school. As such it is a part of our public school system; only, while the young people learn a little Latin and Greek in one school, they learn arts of equal usefulness in the school at South Boston.

Call it a kindergarten, or a primary school, or a preparatory

school; what we urge upon your attention is that the Perkins Institution is not large enough to accommodate the blind less than nine years old, and that these young people are in need of a school, partly because they are children, and partly because they are blind. We have the law of compulsory education: let your law be executed. But I shall not hesitate to add, let your law be executed not as a matter of kindness to the blind. but as a matter of justice and right, and because there will be hard consequences if we fail to enforce the law that stands on our statute books. For it is a fundamental maxim in ethics. of which political economy is but a branch, that the evil-doer punishes himself more than he punishes the object of his act, be that act one of commission or omission.

But how can that be? Well! the answer is ready and it involves a good problem in political economy. There are in the United States, to-day, over 50,000 blind. What is the annual consumption of one blind person, if we include food. raiment, housing and the merest necessaries of life? It seems to me that $150 a year is a modest allowance. If 50,000 blind non-producers consume $150 each per year, the annual capital thus consumed is $7,500,000, or probably more than the richest state of the union raises by taxes for its own purposes. With the possible exception of New York there is no state which raises $7,500,000 a year by public taxes for its own uses. If we capitalize that sum at but four per cent. we find that our blind fellow-citizens consume the annual interest on $187,500,000. There are not less than twelve states in the union whose total valuation respectively does not reach that sum. and I leave it to the hard-headed, gentle-hearted men in this audience to say whether or not it is expedient or sentimental. a matter of self-preservation or a mere fancy, to save a part of our national capital, the annual product of which now goes largely into unproductive consumption on the part of the blind.

The case will be very different if the blind are treated like all other people, if they are taught to support themselves, if

they are asked to produce capital instead of consuming it, and if they are placed on terms of entire equality with ourselves. They should vote, they should work at a trade, they should buy and sell, they should go to church, they should go to our places of amusement like other people. The difference between them and ourselves, whose eyesight is as yet sound, should be somewhat like the difference between persons who know some foreign language and those who do not. The false difference, as between happy people and the unfortunates, should be removed by making the blind self-reliant, self-respecting and happy competitors in the friendly battle for all the treasures of life. A long step will have been taken in that direction if we join heart and hand in giving the blind children of New England a good primary school specially superintended by the officers and teachers of the Perkins Institution whose young pupils will now show you what may be accomplished by intelligent efforts well directed. And when you applaud these kindergarten pupils, do not omit to praise the teachers who have taught them and you, their friends.

Mr. Anagnos added a few urgent words of the great need of the kindergarten and his determination to effect its establishment. He said that before autumn he hoped the trustees would purchase a piece of real estate and that they would then start, with a few pupils, the nucleus of the proposed school; and that next year he hoped to bring upon the platform some of these little children and show the results of the work.

Now the little ones having finished their models, held them up before the audience, telling their names and some additional fact connected with them. These models were of considerable variety,

ranging from simple geometric forms, wrought in clay, to a series illustrative of successive chapters of American history, and made with sticks blocks, strips of colored paper, etc. There was the ship in which John Cabot sought this country; an Indian wigwam; the Mayflower; Plymouth Pilgrim Meeting House; our flag with its stars and stripes; Bunker Hill Monument; the shackles of the slave; a statue of Lincoln; and the American eagle. Eighteen girls then formed a ring and sang a spring song, a wave song and a march.

The duet from "Belisario," "On to the Field of Glory," given by Messrs. Titus and Hammond, was remarked for having been sung "with fine intonation and the marked fidelity which distinguished all the exercises of the sightless."

Then came the valedictory, by Miss Isabella Romily, which was commended as "well written and well delivered, not the less effective that it came from the environment of a dusky skin, showing that intelligence knows not color, nor place, nor surroundings, making akin all whom the great Maker has gifted with the divine spark."

VALEDICTORY.

Before entering another field of duty, with its many paths, we pause for a moment on its margin, reluctant to bid farewell to our cherished and happy school-days and the many friends they have revealed to us.

As we retrace, in memory, the way by which we have come, we find the hopes and fears, successes and failures of school-life marvellously and closely interwoven. And we mark the obstacles that have cast their grim shadows before us, and are deeply grateful to those who have so faithfully shown us that "we rise by the things that are under our feet."

Our love and gratitude to all who have aided us are too deep for words alone; an active and virtuous life must prove their sincerity.

To His Excellency the Governor and the legislature of Massachusetts, and to the governors and legislatures of the other New England states, we proffer our sincere thanks for their liberal support of our school.

To our trustees we extend our heartiest thanks for their never-failing interest and the zeal with which they labor to advance our cause.

Director and teachers: we shall ever be indebted to you for your faithful care and patience during these years of preparation, for which we shall endeavor to prove ourselves worthy.

Schoolmates: besides the pleasant memories of school-days, we take with us one ardent hope, in which our hearts are firmly united, — the kindergarten, — for this shall our motto continue to be, "*Orare et laborare.*"

Now must we onward to take our allotted paths. And though we cannot know what awaits us in that broad field, the future, yet may we rest assured that,

> "Behind the dim unknown
> Standeth God, within the shadow,
> Keeping watch above His own."

The chorus for female voices, "Charity," was well rendered; and the diplomas were then presented to the graduates by Mr. Dwight, who read the following address from Dr. Eliot: —

you to draw from hereafter. It is yours, you have proved yourselves worthy of it, and so long as you continue worthy, which I pray may be throughout your lives, it will never fail you. And may God himself be very near you in all you are yet to learn and to be.

Miss Lowe being absent on account of illness, was thereby prevented from receiving, in person, the diploma awarded her. The exercises closed with Verdi's chorus, "O Hail us, ye free!" sung by a full choir of the pupils, after which the audience slowly departed, many lingering to examine the educational appliances and the models made by the children.

The exercises as a whole received very favorable notices from the press. The clear enunciation of the pupils was especially remarked. The essays were characterized as "thoughtful in their nature and finished in their construction;" the vocal music, as being "very sweet and remarkable for its harmony," and the recitations, as "wonderful in accuracy;" but the gymnastics and military drill, and the exercise in geography and kindergarten work seemed to give the greatest pleasure, as well as to excite the deepest and most universal interest, and they proved a most persuasive argument for the proposed kindergarten.

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